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Department of Education, Ontario

Annual Examinations, 1950

GRADE XIII

ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his essay any name which might indicate his examination centre.*

1. Write an essay about two pages in length (300 to 400 words) on *one* of the following topics:

(*a*) How some people have influenced me.
(*b*) The value of "useless knowledge".
(*c*) How to buy a used car.
(*d*) An adventure in hiking.
(*e*) Do the movies misrepresent life?
(*f*) Birds, useful and harmful.
(*g*) What I am, compared with what I want to be.
(*h*) Picnics are fun.
(*i*) What is good citizenship?

2. Give the meaning of any *five* of the italicized words as used in the following sentences:

(*a*) The *duplicity* of his conduct was clearly revealed.
(*b*) The culprit seemed to be *incorrigible.*
(*c*) Most of what he said was *platitudinous.*
(*d*) The visitor was given an *effusive* welcome.
(*e*) His examination of the document was *perfunctory.*
(*f*) His attitude towards gain and loss was *apathetic.*
(*g*) The speaker *harangued* the crowd.

3. Write an appreciation of the merits of the following paragraph. Your appreciation should be a connected passage at least half a page in length. (*Do not write a précis.*)

The wind by now was more than redoubled. The shutters were bulging as if tired elephants were leaning against them, and Father was trying to tie the fastening with his handkerchief. But to push against this wind was like pushing against rock. The handkerchief, shutters, everything burst. The rain poured in like the sea into a sinking ship; the wind occupied the room, snatching pictures from the wall, sweeping the table bare.

[OVER]

Through the gaping frames the lightning-lit scene without was visible. The creepers, which before had looked like cobwebs, now streamed up into the sky like new-combed hair. Bushes were lying flat, laid back on the ground as close as a rabbit lays back his ears. Branches were leaping about loose in the sky. The negro huts were clean gone, and the negroes crawling on their stomachs across the compound to gain the shelter of the house. The bouncing rain seemed to cover the ground with a white smoke, a sort of sea in which the blacks wallowed like porpoises. One little boy began to roll away. His mother, forgetting caution, rose to her feet; and immediately the fat old beldam was blown clean away, bowling along across fields and hedgerows like someone in a funny fairy-story, till she fetched up against a wall and was pinned there, unable to move. But the others managed to reach the house, and soon could be heard in the cellar underneath.

Richard Hughes: *A High Wind in Jamaica.*

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GRADE XIII

ENGLISH LITERATURE

NOTE 1. *After the name of the subject on the outside of the envelope the candidate shall insert the name of the play by Shakespeare referred to in his answers to questions 1 and 2.*

NOTE 2. *The candidate will note the options which are allowed in questions 3, 7, and 8.*

1. (*a*) Name, or identify clearly, *three* important stages in the development of a Shakespearean plot.

(*b*) Show briefly the connection between each of these three important stages and the career of the main character in the play by Shakespeare which you have studied. Illustrate your answer by definite references to the action of the play.

2. What dramatic purpose is served by humble or relatively unimportant characters in the play by Shakespeare which you have studied?

Illustrate your answer by reference to *two* scenes or incidents of the play in which such characters have a significant part.

3. Some village Hampden, that with *dauntless* breast
The little Tyrant of his fields withstood,
Some mute *inglorious* Milton here may rest,
Some Cromwell *guiltless* of his country's blood.

(*a*) Describe briefly, in your own words, the *three* types of rural character to which Gray refers in these lines from the *Elegy*.

(*b*) Justify the author's use of the italicized words.

OR

Why write of trivial matters, things of price
Calling at every moment for remark?
I noticed on the margin of a pool
Blue-flowering borage, the Aleppo sort,
Aboundeth, very nitrous. It is strange!

(*a*) What are the "trivial matters" to which Karshish, the writer of the epistle, refers?

[OVER]

(*b*) What does he evidently consider to be one of the "things of price"?

(*c*) Account for his high regard for such things.

(*d*) Explain clearly the deep significance of his concluding exclamation, "It is strange!"

4. "Poetry deals with vital experiences; it should attempt to communicate a genuine emotion."

Discuss this statement in relation to EITHER Wordsworth's *Michael* OR Keats's *Ode to a Nightingale*, illustrating your answer by reference to the poem you have chosen.

5. Choose any *two* of the following poems and compare them with respect to

(*a*) the attitude toward war which they reveal,
(*b*) the nationality to which they refer,
(*c*) the effect of the rhyme or the metre employed,
(*d*) the effectiveness of the diction.

Pibroch of Donald Dhu (Scott); *The War Song of Dinas Vawr* (Peacock); *The Destruction of Sennacherib* (Byron); *The Battle Autumn of 1862* (Whittier); *Boot and Saddle* (Browning).

6. In about fifteen lines relate the main incidents of the story in *one* of the following poems:

Lord Thomas and Fair Annet; *The Peacock, the Turkey, and the Goose*; *Rosabelle*; *The Lady of Shalott*; *The Highwayman.*

7. "In most significant fiction there is a theme or basic idea."

(*a*) State briefly the theme or basic idea in *one* of the following short stories:

The Garden-Party (Mansfield); *A Moral Exigency* (Freeman); *Seaton's Aunt* (de la Mare).

(*b*) Explain clearly how the author has developed the theme in the story you have chosen. (Do not write a summary of the story.)

OR

"The familiar, informal essay is a revelation of the writer's personality."

Show how the author has revealed his own tastes and disposition in any *one* of the following essays:

Tears (MacCarthy); *When the Rain Came* (McArthur); *On Saying "Please"* (Gardiner).

8. In about fifteen lines tell the part played in the life of David Copperfield by any *one* of the following:

Mr. Murdstone, Betsey Trotwood, Steerforth, Dora.

OR

"Then I laid my wife in my mother's arms and . . . went forth for my revenge."

Reveal the context of this speech from the novel *Lorna Doone* by answering each of the following questions:

(*a*) What incident had just taken place?

(*b*) Where, and in what circumstances, did this incident occur?

(*c*) From whom did the speaker seek revenge?

(*d*) How did he gain his revenge?

(*e*) What information is given in the novel regarding the subsequent life of John Ridd and Lorna Doone?

9. BLUEBIRD IN OCTOBER

When the October woods in Orient dyes
Are at their peak of splendour, and the bloom
Of Indian summer lies upon the Hills,
There is a hushed expectancy, as if
5 Some medieval city on a morn,
Emblazoned with pure gold and scarlet gems,
Waited entranced a silver trumpet call
To sound its fanfare for triumphal news.
And then across the sunburnt valley comes—
10 No sudden cry of any victory,
Nor answering tumult of the charmed scene—
Only, repeated like a litany
Of the fond heart, a bluebird's plaintive note,
Homesick for April, native of the Spring.

—*Bliss Carman.*

(*a*) State clearly

(i) *two* important respects in which this poem illustrates the sonnet form,

(ii) *one* important respect in which it is not typical of this form.

(*b*) Comment on the appropriateness, in its context, of each of the following expressions:

(i) in Orient dyes (l. 1);

(ii) like a litany (l. 12);

(iii) plaintive note (l. 13).

(*c*) Discuss the suitability of the comparison in lines 4-8.

(*d*) Point out *one* effective use of contrast in the poem.

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GRADE XIII

HISTORY

NOTE. *Five questions constitute a full paper.*

PART A

NOTE. *Three questions may be attempted from Part A and two from Part B, or two from Part A and three from Part B.*

1. (*a*) Describe economic and social conditions in the Thirteen British Colonies in North America prior to 1750.

(*b*) Compare the economic and social conditions in Spain's colonies in America with those in the Thirteen Colonies prior to 1750.

2. "It was not from internal causes, but from the shock of external events, that revolution sprang in Latin America."

(*a*) Estimate the influence of the American and French Revolutions on the movement for independence in Latin America.

(*b*) Give an account of the particular "external events" from which "revolution sprang in Latin America".

(*c*) What were the considerations that led Great Britain and the United States to adopt the policy set forth in the Monroe Doctrine?

3. Discuss the course of the slavery controversy from the beginning of the dispute over the Kansas-Nebraska Bill of 1854 to the election of Lincoln as president in 1860.

4. Give an account of the economic and territorial expansion of the United States beyond her borders from the close of the Civil War in 1865 to the outbreak of the First World War in 1914.

[OVER]

PART B

NOTE. *Three questions may be attempted from Part B and two from Part A, or two from Part B and three from Part A.*

5. What recommendations and suggestions did Lord Durham make in his Report? Discuss their merits or weaknesses and any difficulties to be overcome in putting them into effect.

6. Describe Canada's development as an autonomous state from the outbreak of the First World War in 1914 to the signing of the Halibut Treaty in 1923.

7. (*a*) Discuss the causes of the economic depression in Canada in the 1930's and the constitutional difficulties experienced in the attempt to find a solution for the problems which it created.

(*b*) What proposals were made in the Rowell-Sirois Report?

8. With special reference to their significance in the Second World War, discuss any *five* of the following:

Battle of Britain; Lend-Lease; Pearl Harbour; El Alamein; Invasion of Normandy; San Francisco Conference; Hiroshima.

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GRADE XIII

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. Find all the solutions of the system of equations

$$3x - 5y = -12,$$
$$2xy - y^2 = +15x.$$

2. The common difference of an arithmetic progression is $+4$, the number of terms is 19, and the sum of these 19 terms is 817. Find the first and last terms of the progression.

3. The volume of a circular disc varies jointly as the thickness and the square of the radius. Two discs have their thicknesses in the ratio of 25:12 and their volumes in the ratio of 3:1. Find the ratio of their radii.

4. (*a*) State the Remainder Theorem and deduce from it the Factor Theorem.

(*b*) Find the values of A, B, C for which the polynomial

$$x^3 + A(x-1)(x-3) + B(x-3)(x+2) + C(x+2)(x-1)$$

is divisible by

$$(x+2)(x-1)(x-3).$$

5. (*a*) Suppose that a is a positive number and that the equation $ax^2+bx+c=0$ has distinct real roots. Show that for all values of x between these roots the values of ax^2+bx+c are negative.

(*b*) Find the range of values of x for which

$$8x-7 < (x+1)^2 < 6x-2.$$

[OVER]

6. The telephones of a system are designated by two letters from the set $A, B, C, D, E, F, G, H, I$ followed by four digits from the set 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Find the number of different designations which can be formed, repetitions of letters and digits being allowed. In how many of these designations will the four digits be 0000?

7. A bond for \$1000 matures 10 years hence and carries yearly coupons of \$27.50, of which the first coupon is due one year hence. Find the present value of this bond at 5% per annum, compounded annually.

8. (*a*) Establish the formula

$$ {}_nC_{r-1}+{}_nC_r={}_{n+1}C_r. $$

(*b*) Let n be a positive integer and let

$$ f(n)=1+{}_nC_1x+\ldots+{}_nC_rx^r+\ldots+{}_nC_nx^n. $$

Without assuming the truth of the Binomial Theorem show that

$$ (1+x)f(n)=f(n+1). $$

9. (*a*) Find the coefficient of x^7 in the expansion, in ascending powers of x, of $\dfrac{3+4x+x^2}{1+x-5x^2+3x^3}$, given that this fraction equals

$$ \frac{2}{(1-x)^2}+\frac{1}{1+3x}. $$

(*b*) For what values of x does the expansion referred to in part (*a*) equal $\dfrac{3+4x+x^2}{1+x-5x^2+3x^3}$?

10. Assuming that none of the denominators involved is zero and that

$$ f(x)=\frac{ax+b}{cx+d}, $$

show that

$$ \frac{f(y)-f(v)}{f(y)-f(w)}\cdot\frac{f(z)-f(w)}{f(z)-f(v)}=\frac{(y-v)\ (z-w)}{(y-w)\ (z-v)}. $$

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GRADE XIII

GEOMETRY

NOTE. *Squared paper may be obtained from the Presiding Officer.*

1. (*a*) Derive the formulas for the coordinates of the point which divides the straight line joining (x_1, y_1) to (x_2, y_2) internally in the ratio of a to b.

(*b*) Find the equation of the straight line which is perpendicular to the straight line through the points $A(-4, 7)$ and $B(1, -8)$ and which divides AB internally in the ratio of 2 to 3.

2. (*a*) Derive the equation of the straight line which passes through a given point (x_1, y_1) and has the slope m.

(*b*) A point in the first quadrant is distant 5 units from $(-1, -2)$ and the slope of the line joining it to $(0, -4)$ is 3. Find the coordinates of the point.

3. (*a*) Write an equation for the family of circles which pass through the points of intersection of the circles

$$x^2+y^2-6x+8y=0 \quad \text{and} \quad x^2+y^2-4x-2y=0.$$

(*b*) From the family of circles referred to in (*a*) select the one whose centre is on the straight line $x+2y=1$.

4. (*a*) Write the equations of the tangents with slope -2 to the circle $x^2+y^2=5$.

(*b*) Prove that one of the tangents referred to in (*a*) passes through the point $(-3, 1)$.

(*c*) Find the equation of the other tangent from $(-3, 1)$ to the circle $x^2+y^2=5$.

5. (*a*) Given the parabola $3y^2+20x=0$, find

(i) the coordinates of the focus,
(ii) the coordinates of the ends of the latus rectum,
(iii) the equation of the directrix,
(iv) the equation of the diameter which bisects all chords parallel to $2x+3y+5=0$.

[OVER]

(*b*) Indicate on squared paper the information contained in your answers to (*a*), and sketch the parabola.

6. Normals are drawn to the parabola $y^2 = 2x$ at the points where it is cut by the line $2x - 3y + 2 = 0$. Show that these normals meet on the parabola.

7. (*a*) Show that the equation of the tangent at the point (x_1, y_1) on the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ is $\frac{x\,x_1}{a^2} + \frac{y\,y_1}{b^2} = 1$.

(*b*) The perpendicular from a focus upon any tangent to the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ and the line joining the centre to the point of contact of this tangent meet at a point P. Find the abscissa of the point P.

8. (*a*) A point moves so that its distance from the line $x = 8$ is twice its distance from the point (2, 0). Find in simplified form the equation of the locus and name the locus.

(*b*) An ellipse has eccentricity $\frac{2}{3}$ and its latus rectum has length 10. Select suitable axes and find an equation of the ellipse.

9. The arch of a bridge has the form of a segment of an equilateral hyperbola. The width of the base is 80 feet and the vertex is 20 feet above the base.

Find

(*a*) an equation of the hyperbola,

(*b*) the width of the arch at a point 15 feet above the base.

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GRADE XIII

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (*a*) If θ is an angle of the third quadrant and $\tan\theta = \frac{4}{3}$, find, without using tables, the value of

(i) $\cot\theta$,
(ii) $\sec\theta$,
(iii) $\sin 2\theta$.

(*b*) By using 5-place tables find the value of

(i) $\cos 112°\,20'$,
(ii) $\csc 200°$,
(iii) $\tan 299°\,12'$.

(*c*) Assuming that $\log_{10}3 = 0.48$ and $\log_{10}7 = 0.85$, express $\frac{7}{3}$ as a power of 10.

2. The shadow of a vertical post is 10.3 feet longer when the angle of elevation of the sun is 30° 40′ than when it is 40° 30′. Calculate the height of the post, correct to the nearest tenth of a foot.

3. (*a*) For any triangle ABC, prove that

$$\cos\frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}},$$

where $2s = a+b+c$.

(*b*) In a triangle ABC, $a = 16.5$, $b = 54.2$, $c = 65.9$. With the aid of logarithms and the formula for $\cos\frac{A}{2}$, find the angle A, correct to the nearest tenth of a degree.

4. Two triangles are determined by the following exact data: $a = 4$, $b = 3$, $B = 45°$. Using trigonometric methods, calculate the angle C of the *smaller* triangle.

[OVER]

5. (*a*) State, without proofs, the formulas for $\sin(A-B)$ and $\cos(A+B)$ in terms of sines and cosines of A and B.

(*b*) If A and B are angles of the second quadrant and $\tan A = -\frac{3}{4}$, $\sin B = \frac{12}{13}$, find, without using tables, the value of $\tan(A-B)$.

6. In a circle with diameter 6 inches a chord AB of length 1 inch is drawn. Assuming the data to be exact, compute, to two significant figures, the area bounded by the chord AB and the smaller arc AB. ($\pi = 3.1416$).

7. (*a*) Find, in degrees, the smallest positive value of x which satisfies the equation

$$2 + \cos 2x = 2 \sin^2 x.$$

(*b*) Write a general formula for the radian measure of *all* angles x such that $x = \sin^{-1}\frac{\sqrt{3}}{2}$.

8. Three forces of 20 pounds, 30 pounds, and 40 pounds, respectively, act at a point and are in equilibrium. Calculate, to the nearest degree, the angle between the directions of the smallest and largest forces.

9. A body of weight W rests on a rough inclined plane. A *horizontal* pull P is just sufficient to start the body sliding down the plane.

(*a*) On a diagram indicate by directed lines the weight W, the pull P, the force of friction, and the normal reaction of the plane.

(*b*) If $W = 60$ pounds, $P = 1$ pound, and the coefficient of friction is $\mu = 0.6$, find the inclination θ of the plane, correct to the nearest degree.

10. (*a*) Define moment of a force about a point.

(*b*) A uniform 10-foot bar weighing 50 pounds is used as a lever of the first class to raise a weight of 375 pounds. If the bar is pivoted at a point 2 feet from the load, calculate the mechanical advantage of this lever. (*Assume data exact.*)

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GRADE XIII

PROBLEMS

(To be taken by candidates writing for certain University Scholarships involving Mathematics)

NOTE 1. *A supply of squared paper and a book of mathematical tables may be obtained from the Presiding Officer.*

NOTE 2. *Ten questions constitute a full paper.*

1. Let x be any number between -1 and 1. Noting that $n^2 = n(n+1) - n$, find a formula for the sum of the infinite series

$$1 + 2^2 x + 3^2 x^2 + \ldots + n^2 x^{n-1} + \ldots \quad .$$

2. A man and his wife invite four other couples to dinner. They sit at a circular table with all chairs of the same type, the host and hostess at fixed, diametrically opposite places. In how many ways can the guests be seated so that no man sits beside another man or beside his own wife?

3. Find a cube root of the complex number $2+11\sqrt{-1}$, given that this number has a cube root of the form $a+b\sqrt{-1}$ where a and b are integers.

4. Find an integer between 0 and 385 such that the remainders when it is divided by 5, 7, 11 are 3, 4, 6, respectively.

5. Tangents are drawn to a hyperbola from any point on one of the branches of the conjugate hyperbola. Show that their chord of contact will touch the other branch of the conjugate hyperbola.

6. Prove that on the axis of any parabola there is a certain point K which has the property that, if a chord PQ of the parabola is drawn through it, then

$$\frac{1}{PK^2} + \frac{1}{QK^2}$$

is constant for all positions of the chord.

[OVER]

7. At each of three points on a parabola a tangent and a normal are drawn. Show that the orthocentre of the triangle formed by the three tangents and that of the triangle formed by the normals are equidistant from the axis of the parabola.

8. Any point on an ellipse is joined to the extremities of the major axis. Prove that the portion of a directrix intercepted by the joining lines subtends a right angle at the corresponding focus.

9. A uniform beam of weight W and length L can move freely in a vertical plane about a hinge at one end A. To the other end of the beam a rope is fastened which passes over a small smooth pulley fixed vertically above A. A weight w, attached to the free end of the rope, maintains the beam in equilibrium. If θ is the angle of inclination of the beam with the horizontal and h is the height of the pulley above A, prove that

$$\sin\theta = \frac{h}{2L}\left(1 - \frac{4w^2}{W^2}\right) + \frac{L}{2h}.$$

10. Two regular polygons of m and n sides are inscribed in two concentric circles of radii a and b, respectively. Prove that the sum of the squares of all the line-segments which join the vertices of one polygon to the vertices of the other is

$$mn(a^2+b^2).$$

11. If $1+x$, $1-y$, x, y is a sequence of numbers in harmonic progression, show that all the different values of $x+y$ are given by

$$\cos\left\{2(3n+1)\frac{\pi}{9}\right\}, \quad n = 0, 1, 2.$$

12. Two triangles are determined by the given parts a, b, A. If P_1 and P_2 are the circumcentres of these two triangles and O_1 and O_2 are their orthocentres, prove that

$$O_1 O_2 = 2 P_1 P_2 \cos A.$$

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GRADE XIII

BOTANY

1. (*a*) Name a plant belonging to the Scrophulariaceae and give a detailed description of its flower.

(*b*) Give the cohesion and the adhesion of the essential floral parts of (i) Liliaceae, (ii) Leguminosae, (iii) Compositae.

2. (*a*) Describe an experiment to demonstrate plasmolysis.

(*b*) (i) Name *two* kinds of mechanical (supporting) tissue and *two* kinds of conducting tissue commonly found in the stem of a herbaceous dicotyledon.

(ii) Show how the cells of each tissue named differ from the normal growing cells of *either* Elodea *or* Spirogyra.

(*c*) Name *three* special functions of stems and show how stems are modified to adapt them for these functions.

3. (*a*) Compare germinating seeds and a healthy green plant with respect to gases absorbed and gases given off,

(i) when both are exposed to sunlight,

(ii) when both have been placed in the dark for a few hours.

(*b*) Name *three* structural features of leaves and *two* environmental factors which influence the rate of transpiration. In each case explain how the rate of transpiration is modified.

(*c*) Describe *two* ways in which leaves capture insects.

4. (*a*) Describe the bean (an angiosperm) under the headings:

(i) the female gametophyte at the time of fertilization;

(ii) the fruit;

(iii) the structure of the seed.

(*b*) Show how the mature sporophyte of a pine differs in structure from the mature sporophyte of (i) a fern, (ii) *either* a moss *or* a liverwort.

[OVER]

5. (*a*) Make a labelled diagram of a cross-section of a young dicotyledonous root, showing the structure in the root-hair zone.

(*b*) Explain how the structure, contents, and environment of a root-hair are important factors in the absorption of water and mineral salts.

(*c*) By means of labelled diagrams illustrate the process of mitosis.

6. (*a*) Outline the life history of a rust and indicate suitable control measures.

(*b*) Describe the importance of bacteria in relation to the nitrogen supply of plants.

(*c*) Describe methods of reproduction, *two* for each, in (i) yeasts, (ii) bacteria, (iii) Spirogyra.

7. (*a*) Pollen from a hybrid tall pea plant was used to cross-pollinate two other tall pea plants. Each crossed plant produced four seeds. These eight seeds were planted and produced seven tall plants and one short one. Describe the gene constitution of (i) the eight peas used for planting, (ii) the three tall plants used to start the experiment.

(*b*) Name *four* climatic and *four* biotic factors (*not including bacterial action*) which influence plant growth.

(*c*) Show how plants may benefit from alterations in the soil with respect to (i) aeration, (ii) mineral salts.

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GRADE XIII

ZOOLOGY

1. (*a*) Make a labelled drawing of a cross-section of an earthworm posterior to the gizzard to show *twelve* important structures. State the function of each of *six* of the parts indicated.

(*b*) Compare the spider and the grasshopper with respect to (i) body divisions, (ii) segmentation, (iii) appendages. Locate the external organs of locomotion in relation to the body divisions in each.

(*c*) Compare the crayfish and the grasshopper with respect to *two* types of sense organs.

2. (*a*) (i) State *four* important characteristics of the Class Mammalia.
   (ii) Give *five* distinguishing characteristics of *either* the Carnivora *or* the Rodentia, and name an animal belonging to the Order chosen.

(*b*) (i) State *four* uses of feathers to birds.
   (ii) Describe quill feathers under the headings: distribution, structure, function during flight.

(*c*) A snake can swallow an object four to five times the diameter of its neck. With reference to the chief structures involved, explain how this is possible.

3. (*a*) Make a labelled diagram of a section of the human eye, cut through the optic nerve. Indicate the function of each of *five* of the parts illustrated.

(*b*) With the aid of a ray-diagram, show how an image is produced on the retina.

(*c*) Give the cause of
   (i) near-sightedness,
   (ii) far-sightedness,
   (iii) astigmatism.

[OVER]

4. (*a*) Make a labelled diagram to show the organs of digestion of a frog, and indicate the function or functions of each part.

(*b*) Compare the heart and arterial system of a frog with the equivalent structures in *either* a cat *or* a rabbit, indicating important differences.

(*c*) In what respects does the frog-tadpole in its later stages differ in external appearance from a fish?

5. (*a*) Discuss briefly the metabolic function of *respiration.*

(*b*) Describe the parts of the human respiratory system that are located within the thoracic cavity, and indicate the role of each.

(*c*) What substances are excreted from (i) the skin, (ii) the liver?

(*d*) Discuss the role of the thyroid gland in normal metabolism.

6. (*a*) Describe the movements of a fish's mouth and pharynx associated with the function of breathing, indicating the structures involved in these movements.

(*b*) Make a labelled diagram of *either* an amoeba *or* a paramoecium, and state the role of each part indicated.

(*c*) Compare the protozoan selected in your answer to (*b*) with a fish with respect to (i) locomotion, (ii) method of feeding.

7. (*a*) A grasshopper clinging to a stem displays certain rhythmic movements of its body.

(i) Describe these movements, and explain the process involved.

(ii) State in detail the organs or other structures through which air passes during breathing.

(*b*) Compare the life history of a mosquito with that of

(i) a dragonfly,

(ii) a grasshopper.

(*c*) Name the Orders, *one* for each, giving the distinguishing characteristics, to which the following insects belong: May beetle, monarch butterfly, squash bug, ichneumon fly.

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GRADE XIII

PHYSICS

1. A stone is dropped from a bridge 90 ft. above the ground at the same instant that a second stone is projected vertically upward from the ground. The stones pass each other 41 ft. above the ground. With what speed was the second stone projected?

(Acceleration due to gravity = 32 ft. per sec. per sec.)

2. A 300-gm. mass hangs on a light string. The string passes over a light frictionless pulley at the edge of a table and, passing horizontally, is fastened to a 2700-gm. block which rests on the smooth, horizontal table-top. If this system is held motionless, and then released, how far will the 300-gm. mass fall in *five-sevenths* of a second?

(Acceleration due to gravity = 980 cm. per sec. per sec.)

3. A 2.40-lb. mass is lifted from the floor to a table-top 3.00 ft. above the floor. It is then allowed to fall freely from the table-top to the floor.

Calculate

(*a*) the increase in potential energy due to the first operation,

(*b*) the kinetic energy of the mass when it has fallen half-way to the floor,

(*c*) the power being developed when the mass is half-way to the floor.

4. A 3.60-gm. bullet is fired horizontally through a 4.80-kg. wooden block suspended by a long cord. The bullet emerges from the block with *one-third* of the velocity with which it enters, and the block starts to move at 12.0 cm. per sec. Find the velocity with which the bullet enters the block.

5. You are given a metal can, an insulating stand, an electroscope, a charging device, and a metal ball fastened to a silk thread. Describe how you would demonstrate, with this equipment, that the charge on a hollow conductor is on the outside of the conductor.

[OVER]

6. An electric heater takes 6.5 amperes when connected to the 110-volt, D.C. mains. If electric energy costs 1.2 cents per kilowatt-hour, what will be the cost of operating this heater for 48 hours?

7. You are given two tuning forks of the same frequency which are mounted on resonance boxes. Describe how you would use these to demonstrate beats, and explain why the beats occur.

8. (*a*) Describe how you would compare the powers of two light sources, using any type of photometer.

(*b*) When the photometer is adjusted in a given experiment, the light sources are respectively 31 cm. and 48 cm. from the photometer. Calculate the ratio of the powers of these light sources.

9. With the aid of a ray-diagram, describe how one can produce a pure spectrum of white light and project it on a screen.

10. (*a*) Make a ray-diagram illustrating the principle of a simple telescope.

(*b*) The objective of a telescope has a focal length of 50 ft. and the eye-piece a focal length of *one* inch. Calculate the magnifying power.

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GRADE XIII

CHEMISTRY

1. With the aid of a labelled diagram, describe the electrolytic process for extracting aluminium from its purified ore.

2. Describe tests, *one* for each, for the detection of the following ions in solution: ammonium, copper, nitrate, bromide.

3. A solution of potassium carbonate is tested with strips of red and of blue litmus paper. State and account for what is observed.

4. (*a*) State what is *observed* in each of the following experiments:

(i) concentrated sulphuric acid is added to solid potassium iodide in a test-tube;

(ii) a dilute solution of sodium chloride is added to a dilute solution of lead nitrate, after which heat is applied;

(iii) carbon dioxide is passed into lime-water until no further change is observed;

(iv) a solution of sodium chloride is added to a solution of silver nitrate, after which ammonium hydroxide is added until no further change is observed;

(v) concentrated sulphuric acid is added to cane sugar;

(vi) a platinum wire is dipped into a solution of calcium chloride and then held in a flame.

(*b*) Write equations representing the reactions in the experiments of 4 (*a*) (i), (ii), (iii).

5. Calculate the volume of lead nitrate solution, containing 16.560 g. of lead nitrate in 200 c.c. of solution, which is necessary to precipitate all the chromium as lead chromate ($PbCrO_4$) from 37.50 c.c. of potassium dichromate ($K_2Cr_2O_7$) solution containing 3.920 g. of the solid in 250 c.c. of solution.

(Pb = 207.2, N = 14, K = 39, Cr = 52, O = 16)

[OVER]

6. To 200 c.c. of dilute sulphuric acid an excess of barium chloride solution was added and the resulting precipitate was washed, dried, and found to weigh 2.8008 grams.

(*a*) Write the equation representing the reaction.

(*b*) Why was the barium chloride solution added in excess?

(*c*) Calculate the concentration of the sulphuric acid, expressing the result in (i) grams of sulphuric acid per litre, (ii) gram molecular weights of sulphuric acid per litre, (iii) normality.

(H = 1, S = 32, O = 16, Ba = 137.4)

7. (*a*) Equal volumes of dilute solutions, one of ferric chloride and one of ammonium thiocyanate, of equivalent concentrations, are mixed. What is observed?

(*b*) Write an equation representing the reaction in the experiment of (*a*).

(*c*) The resultant of the experiment in (*a*) is divided into four equal parts. To the first, a concentrated solution of ferric chloride is added. To the second, a concentrated solution of ammonium thiocyanate is added. To the third, a concentrated solution of ammonium chloride is added. State and account for what is observed when each of these three is compared with the fourth.

8. (*a*) Write the name and the formula of (i) a saturated hydrocarbon, (ii) an unsaturated hydrocarbon, (iii) an alcohol, (iv) an organic chloride.

(*b*) Describe a chemical test to distinguish glucose from sucrose.

(*c*) (i) What elements are present in all proteins?

(ii) Describe a test to show the presence of protein in cloth.

9. Using examples to illustrate your answer, distinguish the following:

(*a*) allotropes, isotopes, isomers;

(*b*) ionization, hydrolysis, electrolysis;

(*c*) strong acid and weak acid;

(*d*) concentration and strength as applied to a base.

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GRADE XIII

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English :

(*a*) Postremo rursus intempesta nocte coniurationis principes convocat per M. Porcium Laecam; ibique, multa de ignavia eorum questus, docet 'se Manlium praemisisse ad eam multitudinem quam ad capienda arma paraverat; item alios in alia loca opportuna, qui initium belli facerent; seque ad exercitum proficisci cupere, si prius Ciceronem oppressisset; eum suis consiliis multum officere.' Igitur, perterritis ac dubitantibus ceteris, C. Cornelius, eques Romanus, operam suam pollicitus, et cum eo L. Vargunteius, senator, constituere ea nocte paulo post cum armatis hominibus, sicuti salutatum, introire ad Ciceronem, ac de improviso domi suae imparatum confodere.

(*b*) Servi mehercule mei si me isto pacto metuerent, ut te metuunt omnes cives tui, domum meam relinquendam putarem: tu tibi urbem non arbitraris? Si te parentes timerent atque odissent tui nec eos ulla ratione placare posses, ut opinor, ab eorum oculis aliquo concederes: nunc te patria, quae communis est parens omnium nostrum, odit ac metuit et iam diu nihil te iudicat nisi de parricidio suo cogitare: huius tu neque auctoritatem verebere nec iudicium sequere?

(*c*) Catilina cum exercitu faucibus urget: alii intra moenia, in sinu urbis sunt hostes: neque parari, neque consuli quidquam occulte potest: quo magis properandum est. Quare ita ego censeo: cum nefario consilio sceleratorum civium res publica in maxima pericula venerit, hique indicio T. Volturci et legatorum Allobrogum convicti confessique sint caedem, incendia, aliaque se foeda atque crudelia facinora in cives patriamque paravisse, de confessis, sicuti de manifestis rerum capitalium, more maiorum, supplicium sumendum.

[OVER]

2. State and account for the case of *ceteris* (l. 8), *tibi* (l. 15), *consilio* (l. 24), *more* (l. 29).

3. State and account for the mood of *proficisci* (l. 6), *oppressisset* (l. 6), *timerent* (ll. 15, 16), *sequere* (l. 20).

4. (*a*) Name the speaker of the words quoted in lines 3-7.
(*b*) Name the speaker of 1 (*c*). Whose proposal was he opposing? What was the result of the debate?

B

5. Translate into English:

(*a*)
Quis multa gracilis te puer in rosa
perfusus liquidis urget odoribus
grato, Pyrrha, sub antro?
cui flavam religas comam,
simplex munditiis?

(*b*)
tu lene tormentum ingenio admoves
plerumque duro; tu sapientium
curas et arcanum iocoso
consilium retegis Lyaeo;
tu spem reducis mentibus anxiis,
viresque et addis cornua pauperi
post te neque iratos trementi
regum apices neque militum arma.

(*c*)
Ibant obscuri sola sub nocte per umbram
perque domos Ditis vacuas et inania regna:
quale per incertam lunam sub luce maligna
est iter in silvis, ubi caelum condidit umbra
Iuppiter, et rebus nox abstulit atra colorem.
vestibulum ante ipsum primis in faucibus Orci
Luctus et ultrices posuere cubilia Curae.

(*d*)
Venisti tandem, tuaque exspectata parenti
vicit iter durum pietas? datur ora tueri,
nate, tua et notas audire et reddere voces?
sic equidem ducebam animo rebarque futurum
tempora dinumerans, nec me mea cura fefellit.

6. To whom is the reference in *Ditis* (l. 15)? Comment on the significance of the words *et rebus nox abstulit atra colorem* (l. 18) in this part of the poem.

7. Name the author and, in three or four lines, summarize the content of the poem from which each of the following passages is taken. (*Do not translate.*)

(*a*) hoc misso in Syriam requierant omnibus aures.

(*b*) auro repensus scilicet acrior
miles redibit.

(*c*) tu frustra pius heu non ita creditum
poscis Quintilium deos.

8. Write out *tu spem . . . arma* (ll. 10-13), and *Ibant . . . regna* (ll. 14, 15). Mark the scansion. Name the metres.

C

9. Translate into English:

(*Caesar makes preparations to meet Afranius in battle.*)

Caesar cum equitibus DCCCC, quos sibi praesidio reliquerat, in castra pervenit. Pons qui fuerat tempestate interruptus, paene erat refectus; hunc noctu perfici iussit. Ipse, cognita locorum natura, ponti castrisque praesidio VI cohortes relinquit atque omnia impedimenta et postero die omnibus cum copiis ad Ilerdam proficiscitur et sub castris Afrani constitit et ibi paulisper sub armis moratus facit aequo loco pugnandi potestatem. Potestate facta, Afranius copias educit et in medio colle sub castris constituit. Caesar, ubi cognovit Afranium recusare quominus pugnaret, ab infimo monte intermissis circiter CCCC passibus, castra facere constituit et, ne in opere faciendo milites repentino hostium incursu exterrerentur atque opere prohiberentur, a fronte contra hostes pedum XV fossam fieri iussit. Prima et secunda acies in armis permanebant; post hos opus in occulto a tertia acie fiebat. Sic omne opus est perfectum priusquam intellegeretur ab Afranio castra muniri. Sub vesperum intra hanc fossam legiones reducit atque ibi sub armis proxima nocte conquiescit.

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GRADE XIII

LATIN COMPOSITION AND CAESAR

1. Translate into English:

Interea, dum haec geruntur, hostium copiae ex Arvernis equitesque qui toti Galliae erant imperati conveniunt. Magno horum coacto numero, cum Caesar in Sequanos iter faceret, quo facilius subsidium provinciae ferre posset, circiter milia passuum decem ab Romanis trinis castris Vercingetorix considit, convocatisque ad concilium praefectis equitum venisse tempus victoriae demonstrat:

'Fugere in provinciam Romanos Galliaque excedere. Id sibi ad praesentem obtinendam libertatem satis esse; ad reliqui temporis pacem atque otium parum profici; maioribus enim coactis copiis reversuros neque finem bellandi facturos. Proinde in agmine impeditos adoriantur. Si pedites suis auxilium ferant atque in eo morentur, iter facere non posse; si, id quod magis futurum confidat, relictis impedimentis suae saluti consulant, et usu rerum necessariarum et dignitate spoliatum iri; nam de equitibus hostium, quin nemo eorum progredi modo extra agmen audeat, ne ipsos quidem debere dubitare. Id quo maiore faciant animo, copias se omnes pro castris habiturum et terrori hostibus futurum.'

(*a*) State and account for the case of *milia* (l. 4), *usu* (l. 15), *terrori* (l. 19).

(*b*) Why is the form *trinis* (l. 5) used?

(*c*) State and account for the mood of *posset* (l. 4), *adoriantur* (l. 12), *audeat* (l. 17).

(*d*) Identify, and give the principal parts of *considit* (l. 6), *spoliatum iri* (l. 16).

(*e*) What position did Vercingetorix hold among the Gauls? Mention *two* details of the plan he advocated for the war against the Romans.

2. Translate into Latin:

(*a*) Surely he did not persuade the young man to go to Athens?

[OVER]

(*b*) No one should have said anything while he was here.
(*c*) We should like them to know what is being done.
(*d*) Both of you will stay with us a little longer.
(*e*) He has as many troops as he can use.

3. Translate into Latin :

(*a*) They asked Caesar whether this man was a suitable officer to be in command of the whole army.

(*b*) If he had known that his letter would not be sent, he would have adopted another plan for warning his friend of the danger.

(*c*) Let us not doubt that he will bring assistance in a few days, so that we may more easily resist the attack and not be forced to flee.

(*d*) Although he had enough ships to hold all the harbours of Italy, nevertheless he did not hope to prevent Caesar from sailing.

(*e*) I shall not dare to leave my children at home until I find some one whom I can trust.

4. Translate into Latin :

As soon as Caesar was informed that the Aedui were collecting much larger forces, he chose four of his most faithful Gallic allies. These he sent ahead to find out how many they were and where they were assembling. While this was being done, he himself demanded hostages and reinforcements from the tribes he had already conquered, and set a certain day on which they were to be brought to his camp; for it was his intention to attack before the Aedui could build fortifications and gather provisions to withstand a siege of several months. When all these preparations were made, and the report had come that the enemy were intending to seize the town of Alesia where it seemed they would be safe, Caesar summoned his soldiers and made a short speech: (*Use indirect discourse.*) "The Aedui are scarcely twenty miles distant. If we make war against them at once, we shall find the soldiers unprepared and the towns not yet fortified. Let us join battle as soon as possible, and victory will speedily be ours. There will be rewards and glory for all the bravest."

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GRADE XIII

GREEK AUTHORS AND GRAMMAR

1. Translate into English :

"Σὺ οὖν μὴ βούλου ἐς κίνδυνον μηδένα τοιοῦτον ἀφικέσθαι μηδεμιᾶς ἀνάγκης οὔσης, ἀλλὰ ἐμοὶ πείθου· νῦν μὲν τὸν σύλλογον τόνδε διάλυσον· αὖθις δέ, ὅταν σοι δοκῇ, προσκεψάμενος ἐπὶ σεαυτοῦ προαγόρευε ἅ σοι δοκεῖ εἶναι ἄριστα. τὸ γὰρ εὖ βουλεύεσθαι κέρδος μέγιστον εὑρίσκω ὄν· εἰ γὰρ καὶ ἐναντιωθῆναί τι θέλει, βεβούλευται μὲν οὐδὲν ἧσσον εὖ, ἥσσηται δὲ ὑπὸ τῆς τύχης τὸ βούλευμα· ὁ δὲ βουλευσάμενος αἰσχρῶς, εἰ αὐτῷ ἡ τύχη ἐπίσποιτο, εὕρημα εὕρηκεν, ἧσσον δὲ οὐδὲν αὐτῷ κακῶς βεβούλευται. ὁρᾷς τὰ ὑπερέχοντα ζῷα ὡς κεραυνοῖ ὁ θεὸς οὐδὲ ἐᾷ φαντάζεσθαι, τὰ δὲ σμικρὰ οὐδὲν αὐτὸν κνίζει· ὁρᾷς δὲ ὡς ἐς οἰκήματα τὰ μέγιστα ἀεὶ καὶ δένδρα τὰ τοιαῦτα ἀποσκήπτει τὰ βελη. φιλεῖ γὰρ ὁ θεὸς τὰ ὑπερέχοντα πάντα κολούειν.

(*a*) Account for the case of ἀνάγκης (l. 2), αὐτῷ (l. 7).
(*b*) Account for the mood of ὄν (l. 5), ἐπίσποιτο (l. 8).
(*c*) Identify, and give the principal parts of βούλου (l. 1), εὕρηκεν (l. 8).
(*d*) State *two* illustrations used by Artabanus of the dangers involved in an attack upon Greece.

2. Translate into English :

καὶ οὕτως ἂν ἐπ' ἀμφότερα ἡ Ἑλλὰς ἐγίγνετο ὑπὸ Πέρσαις. τὴν γὰρ ὠφέλειαν τὴν τῶν τειχῶν τῶν διὰ τοῦ Ἰσθμοῦ ἐληλαμένων οὐ δύναμαι πυθέσθαι ἥτις ἂν ἦν βασιλέως ἐπικρατοῦντος τῆς θαλάσσης. νῦν δὲ Ἀθηναίους ἄν τις λέγων σωτῆρας γενέσθαι τῆς Ἑλλάδος οὐκ ἂν ἁμαρτάνοι τοῦ ἀληθοῦς· οὗτοι γὰρ ἐπὶ ὁπότερα τῶν πραγμάτων ἐτράποντο, ταῦτα ῥέψειν ἔμελλεν. ἑλόμενοι δὲ τὴν Ἑλλάδα περιεῖναι ἐλευθέραν, τοῦτο τὸ Ἑλληνικὸν πᾶν τὸ λοιπόν, ὅσον μὴ ἐμήδισεν, αὐτοὶ οὗτοι ἦσαν οἱ ἐπεγείραντες καὶ βασιλέα μετά γε θεοὺς ἀνωσάμενοι. οὐδὲ τούτους χρηστήρια φοβερὰ ἐλθόντα ἐκ Δελφῶν καὶ ἐς δεῖμα βαλόντα ἔπεισεν ἐκλιπεῖν τὴν Ἑλλάδα, ἀλλὰ καταμείναντες ἠνέσχοντο τὸν ἐπιόντα ἐπὶ τὴν χώραν δέξασθαι.

[OVER]

(*a*) Identify, and give the principal parts of ἐληλαμένων (ll. 2, 3), ἐτράποντο (l. 6).
(*b*) Account for the case of ἀληθοῦς (l. 5).
(*c*) Account for the mood of ἁμαρτάνοι (l. 5).
(*d*) Do you agree with this estimate of the importance of Athens' part in the Greek victory over Persia? Give reasons for your opinion.

3. Translate into English:

ἔμαθον δὲ αὐτοὺς οἱ Φωκεῖς ὧδε ἀναβεβηκότας· ἀναβαίνοντες γὰρ ἐλάνθανον οἱ Πέρσαι τὸ ὄρος πᾶν ὂν δρυῶν ἐπίπλεον. ἦν μὲν δὴ νηνεμία, ψόφου δὲ γιγνομένου πολλοῦ, ὡς εἰκὸς ἦν φύλλων ὑποκεχυμένων ὑπὸ τοῖς ποσίν, ἀνά τε ἔδραμον οἱ Φωκεῖς καὶ
5 ἐνέδυνον τὰ ὅπλα, καὶ αὐτίκα οἱ βάρβαροι παρῆσαν. ὡς δὲ εἶδον ἄνδρας ἐνδυομένους ὅπλα, ἐν θαύματι ἐγένοντο· ἐλπίζοντες γὰρ οὐδὲν σφίσι φανήσεσθαι ἀντίξοον ἐνεκύρησαν στρατῷ. ἐνταῦθα Ὑδάρνης κατορρωδήσας μὴ οἱ Φωκεῖς ὦσι Λακεδαιμόνιοι, ἤρετο Ἐφιάλτην ὁποδαπὸς εἴη ὁ στρατός, πυθόμενος δὲ ἀκριβῶς δι-
10 έτασσε τοὺς Πέρσας ὡς ἐς μάχην. οἱ δὲ Φωκεῖς ὡς ἐβάλλοντο τοῖς τοξεύμασι πολλοῖς τε καὶ πυκνοῖς ᾤχοντο φεύγοντες ἐπὶ τοῦ ὄρους τὸν κόρυμβον, ἐπιστάμενοι ὡς ἐπὶ σφᾶς ὡρμήθησαν ἀρχήν, καὶ παρεσκευάζοντο ὡς ἀπολούμενοι.

(*a*) Account for the case of δρυῶν (l. 2), ποσίν (l. 4).
(*b*) Account for the mood of ὦσι (l. 8), εἴη (l. 9).
(*c*) Identify, and give the principal parts of ἔμαθον (l. 1), φανήσεσθαι (l. 7).
(*d*) How did the retreat of the Phocians affect the position of Leonidas at Thermopylae?

4. Translate into English:

Ὣς ἔφατ' εὐχόμενος, τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων,
βῆ δὲ κατ' Οὐλύμποιο καρήνων χωόμενος κῆρ,
τόξ' ὤμοισιν ἔχων ἀμφηρεφέα τε φαρέτρην·
ἔκλαγξαν δ' ἄρ' ὀϊστοὶ ἐπ' ὤμων χωομένοιο,
5 αὐτοῦ κινηθέντος· ὁ δ' ἤϊε νυκτὶ ἐοικώς.
ἕζετ' ἔπειτ' ἀπάνευθε νεῶν, μετὰ δ' ἰὸν ἕηκε·
δεινὴ δὲ κλαγγὴ γένετ' ἀργυρέοιο βιοῖο.
οὐρῆας μὲν πρῶτον ἐπῴχετο καὶ κύνας ἀργούς,
αὐτὰρ ἔπειτ' αὐτοῖσι βέλος ἐχεπευκὲς ἐφιεὶς
10 βάλλ'· αἰεὶ δὲ πυραὶ νεκύων καίοντο θαμειαί.

(*a*) Give the Attic equivalents of ἤϊε (l. 5), ἀργυρέοιο (l. 7).
(*b*) Account for the case of τοῦ (l. 1), κῆρ (l. 2), χωομένοιο (l. 4).
(*c*) Scan lines 3 and 4.

5. Translate into English :

Τὸν δ' ἠμείβετ' ἔπειτα Θέτις κατὰ δάκρυ χέουσα·
"ὤμοι τέκνον ἐμόν, τί νύ σ' ἔτρεφον αἰνὰ τεκοῦσα ;
αἴθ' ὄφελες παρὰ νηυσὶν ἀδάκρυτος καὶ ἀπήμων
ἧσθαι, ἐπεί νύ τοι αἶσα μίνυνθά περ, οὔ τι μάλα δήν·
5 νῦν δ' ἅμα τ' ὠκύμορος καὶ ὀϊζυρὸς περὶ πάντων
ἔπλεο· τῷ σε κακῇ αἴσῃ τέκον ἐν μεγάροισι.
τοῦτο δέ τοι ἐρέουσα ἔπος Διὶ τερπικεραύνῳ
εἶμ' αὐτὴ πρὸς Ὄλυμπον ἀγάννιφον, αἴ κε πίθηται·
ἀλλὰ σὺ μὲν νῦν νηυσὶ παρήμενος ὠκυπόροισι
10 μήνι' Ἀχαιοῖσιν, πολέμου δ' ἀποπαύεο πάμπαν."

(*a*) Account for the case of αἴσῃ (l. 6), πολέμου (l. 10).
(*b*) Account for the mood of ὄφελες (l. 3).
(*c*) Scan lines 1 and 2.
(*d*) What request did Thetis make of Zeus ?

6. Translate into English :

τοῖσιν δ' Ἥφαιστος κλυτοτέχνης ἦρχ' ἀγορεύειν,
μητρὶ φίλῃ ἐπὶ ἦρα φέρων, λευκωλένῳ Ἥρῃ·
"ἦ δὴ λοίγια ἔργα τάδ' ἔσσεται οὐδ' ἔτ' ἀνεκτά,
εἰ δὴ σφὼ ἕνεκα θνητῶν ἐριδαίνετον ὧδε,
5 ἐν δὲ θεοῖσι κολῳὸν ἐλαύνετον· οὐδέ τι δαιτὸς
ἐσθλῆς ἔσσεται ἦδος, ἐπεὶ τὰ χερείονα νικᾷ.
μητρὶ δ' ἐγὼ παράφημι, καὶ αὐτῇ περ νοεούσῃ,
πατρὶ φίλῳ ἐπὶ ἦρα φέρειν Διΐ, ὄφρα μὴ αὖτε
νεικείῃσι πατήρ, σὺν δ' ἡμῖν δαῖτα ταράξῃ.
10 εἴ περ γάρ κ' ἐθέλῃσιν Ὀλύμπιος ἀστεροπητὴς
ἐξ ἑδέων στυφελίξαι· ὁ γὰρ πολὺ φέρτατός ἐστιν·
ἀλλὰ σὺ τόν γ' ἐπέεσσι καθάπτεσθαι μαλακοῖσιν·
αὐτίκ' ἔπειθ' ἵλαος Ὀλύμπιος ἔσσεται ἡμῖν."

(*a*) Give the Attic equivalents of ἔσσεται (l. 3), θεοῖσι (l. 5).
(*b*) Account for the mood of ταράξῃ (l. 9).
(*c*) Comment on the syntax of the sentence beginning εἴ περ γάρ κ' ἐθελῃσιν (l. 10).

7. Discuss the character of Achilles as Homer depicts him in *Iliad*, Book I.

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GRADE XIII

GREEK COMPOSITION AND SIGHT TRANSLATION

A

Translate into Greek:

1. If you had happened to be in Athens when the battle of Marathon took place, you would not have thought that the Persians would ever return.

2. Although Xerxes himself was unwilling to run the risk, his generals promised that they would conquer the enemy if they made an expedition to Greece.

3. The soldiers, perceiving that the King would order them to make preparations at once, wished to see their wives and children first.

4. Some say that these, weeping, tried to prevent them from going; others point out that the men did not prove traitors.

5. All the Greeks took counsel together, but the Persians had arrived before they were able to come to an agreement.

6. Everyone was afraid that Greece would no longer be free.

7. Fewer were killed in this war than in the former one.

8. Many Athenians opposed Themistocles for not allowing them to remain within their walls as the oracle had commanded them.

9. Whenever he was asked why it was necessary to fight a battle at sea, he would reply that in this way the enemy would most quickly be defeated.

10. Do not condemn those who afterwards arrested Themistocles.

[OVER]

B

Translate into English:

(*Cyrus is allowed to remain at his grandfather's house.*)

Ἐπεὶ δὲ ἡ Μανδάνη παρεσκευάζετο ὡς ἀπιοῦσα πάλιν πρὸς τὸν ἄνδρα, ἐδεῖτο αὐτῆς ὁ Ἀστυάγης καταλιπεῖν τὸν Κῦρον. ἡ δὲ ἀπεκρίνατο ὅτι βούλοιτο μὲν ἅπαντα τῷ πατρὶ χαρίζεσθαι, ἄκοντα μέντοι τὸν παῖδα χαλεπὸν εἶναι νομίζειν καταλιπεῖν. ἔνθα δὴ ὁ Ἀστυάγης λέγει πρὸς τὸν Κῦρον, Ὦ παῖ, ἢν μένῃς παρ' ἐμοί, πρῶτον μὲν ὁπόταν βούλῃ εἰσιέναι ὡς ἐμέ, ἐπὶ σοὶ ἔσται· ἔπειτα δὲ ἵπποις τοῖς ἐμοῖς χρήσει καὶ ἄλλοις ὁπόσοις ἂν βούλῃ, καὶ ὁπόταν ἀπίῃς, ἔχων ἄπει οὓς ἂν αὐτὸς ἐθέλῃς. ἔπειτα τά τε νῦν ἐν τῷ παραδείσῳ θηρία δίδωμί σοι καὶ ἄλλα παντοδαπὰ συλλέξω, ἃ σὺ ἐπειδὰν τάχιστα ἱππεύειν μάθῃς, διώξει, καὶ τοξεύων καταβαλεῖς ὥσπερ οἱ μεγάλοι ἄνδρες. καὶ παῖδας δέ σοι ἐγὼ συμπαίστορας παρέξω, καὶ ἄλλα ὁπόσα ἂν βούλῃ λέγων πρὸς ἐμὲ οὐκ ἀτυχήσεις. ἐπεὶ ταῦτα εἶπεν ὁ Ἀστυάγης, ἡ μήτηρ διηρώτα τὸν Κῦρον πότερον βούλοιτο μένειν ἢ ἀπιέναι. ὁ δὲ οὐκ ἐμέλλησεν, ἀλλὰ ταχὺ εἶπεν ὅτι μένειν βούλοιτο. ἐπερωτηθεὶς δὲ πάλιν ὑπὸ τῆς μητρὸς διὰ τί, εἰπεῖν λέγεται ὅτι οἴκοι μὲν τῶν ἡλίκων καὶ εἰμὶ καὶ δοκῶ κράτιστος εἶναι, ὦ μῆτερ, τοξεύων, ἐνταῦθα δὲ οἶδ' ὅτι ἱππεύων ἥττων εἰμὶ τῶν ἡλίκων· ἢν δέ με καταλίπῃς ἐνθάδε καὶ μάθω ἱππεύειν, ὅταν ἐν Πέρσαις ὦ, οἶμαί σοι ἐκείνους τοὺς ἀγαθοὺς τὰ πεζικὰ ῥᾳδίως νικήσειν.

συμπαίστωρ—a playmate
ἥλιξ—a comrade

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FRENCH AUTHORS—COMPREHENSION

I. (*a*) Écrivez *cinq* mots de la liste suivante qui contiennent le son *è* comme dans *père*:

amer, chez, chaise, vain, pleine, vent, tablier, indiscret, pourrai, Marseille, cercle, cheval, entraîne.

(*b*) Écrivez *cinq* mots de la liste suivante qui, prononcés sans contexte, contiennent des consonnes muettes:

d'abord, adroit, naïf, six, corps, bœuf, cher, auprès, franc, sud, clef.

II. (*Colomba*) Répondez en français sans essayer de faire une phrase complète. Il n'est pas nécessaire de répéter les mots de la question. Deux ou trois mots suffisent pour répondre à la plupart des questions. N'employez jamais plus de dix mots, sous peine de perdre des notes.

1. Bien que ma famille ait été autrefois l'ennemie de la sienne, je l'aime et l'admire. (i) De quelles familles s'agit-il? (ii) Quel titre appartenait à la famille de celui qui parle?

2. Celui-ci doit bien porter la balle. (i) Qui parle? (ii) De quoi?

3. Quand vous aurez quelque mauvaise pensée corse, regardez mon talisman. (i) Quel était ce talisman? (ii) Quelle serait cette pensée? (iii) Comment Orso portait-il le talisman?

4. (i) Quels *deux* objets se trouvaient au milieu de la place de Pietranera? (ii) Quels bâtiments se dressaient aux deux extrémités de la place?

5. Là s'élevait une petite pyramide de branchages. On appelle cela l'*amas* d'un tel. (i) Qu'est-ce que cela indiquait au sujet d'*un tel*? (ii) Qu'est-ce que l'usage demandait aux passants?

6. Sans façon, mon lieutenant, voulez-vous partager notre dîner? Nous avons fait de plus mauvais repas ensemble du temps de notre pauvre compatriote qu'on a réformé. (i) Qui était le *compatriote?* (ii) Que veut dire *réformé*?

[TOURNEZ]

7. Il a supposé une lettre menaçante, au nom d'un certain bandit. (i) De quel nom cette lettre était-elle signée? (ii) Qui était le véritable faussaire?

8. A ce signal, elle descendit au jardin, ouvrit une porte dérobée, et introduisit dans sa maison deux hommes de fort mauvaise mine. (i) Comment s'appelaient ces hommes? (ii) Que veut dire *dérobée*?

9. Ajustant le plus gros, il lui tira un coup de fusil et le tua sur place. (i) Qu'est-ce qu'il tua? (ii) Pourquoi?

10. Tout à coup il fit entendre un grognement, franchit le mur d'un bond, et presque aussitôt remonta sur la crête. (i) Comment s'appelait-*il*? (ii) Que trouva-t-il de l'autre côté du mur?

11. Je l'ai détaché . . . par distraction . . . j'ai le défaut de toucher à tout . . . et de ne ranger rien. (i) Qui parle? (ii) Quel était l'objet détaché? (iii) Où se trouvait cet objet à ce moment?

12. A force de tirer la main de Miss Nevil, Colomba finit par la mettre dans celles de son frère. (i) Où se trouvait alors Orso? (ii) En quel état? (iii) Qu'est-ce qui causa cette résistance de la part de Lydia?

13. L'examen des cadavres, la déposition du colonel, démontrent . . . (i) Qui parle? (ii) Qu'est-ce que le colonel avait déposé? (iii) Qu'est-ce que sa déposition prouvait?

14. Il fallait m'en laisser un . . . un seul. (i) Qui parle? (ii) A qui? (iii) A qui ou à quoi se rapporte *un seul*? (iv) Quelle fut la réponse?

III. Lisez avec soin les passages et les questions qui suivent, puis répondez en français à celles-ci. Écrivez une phrase complète pour chaque réponse, excepté pour (*a*) 10 et (*b*) 10, 11. Dix mots ou moins suffisent pour répondre à la plupart des questions. Si vous écrivez plus de quinze mots ou si vous introduisez des choses qui ne portent pas sur la question, vous perdrez des notes. Il n'est pas nécessaire de répéter les mots de la question.

(*a*) —Un misérable, coupable de plusieurs crimes, . . . de ces crimes que vous ne pardonnez pas, vous autres Corses, un voleur, un certain Tomaso Bianchi, à présent détenu dans les prisons de Bastia, a révélé qu'il était l'auteur de cette fatale lettre.

—Je ne connais pas cet homme, dit Orso. Quel aurait pu être son but?

—C'est un homme de ce pays, dit Colomba, frère d'un ancien meunier à nous. C'est un méchant et un menteur, indigne qu'on le croie.

—Vous allez voir, continua le préfet, l'intérêt qu'il avait dans l'affaire. Le meunier dont parle mademoiselle votre sœur—il se nommait, je crois, Théodore—tenait à loyer du colonel un moulin sur le cours d'eau dont M. Barricini contestait la possession à monsieur votre père. Le colonel, généreux à son habitude, ne tirait presque aucun profit de son moulin. Or, Tomaso a cru que si M. Barricini obtenait le cours d'eau, il aurait un loyer considérable à lui payer, car on sait que M. Barricini aime assez l'argent. Bref, pour obliger son frère, Tomaso a contrefait la lettre du bandit, et voilà toute l'histoire. Vous savez que les liens de famille sont si puissants en Corse, qu'ils entraînent quelquefois au crime. . . . Veuillez prendre connaissance de cette lettre que m'écrit le procureur général, elle vous confirmera ce que je viens de vous dire.

Orso parcourut la lettre qui relatait en détail les aveux de Tomaso, et Colomba lisait en même temps par-dessus l'épaule de son frère.

Lorsqu'elle eut fini, elle s'écria:

—Orlanduccio Barricini est allé à Bastia il y a un mois, lorsqu'on a su que mon frère allait revenir. Il aura vu Tomaso et lui aura acheté ce mensonge.

1. Qui était le propriétaire du moulin, et comment traitait-il son meunier?

2. Quelle était la réputation de Tomaso Bianchi?

3. Barricini était en procès avec le colonel. A quel sujet?

4. Quelle explication, au sujet des aveux de Tomaso, fut avancée par Colomba?

5. Pourquoi Tomaso ne voulait-il pas que Barricini gagnât son procès?

6. Quelle évidence le préfet montra-t-il en preuve de ce qu'il venait de dire à Colomba et à Orso?

7. Qu'est-ce qui faisait tourner le moulin?

8. Quel sentiment, à l'avis du préfet, tend à faire des malfaiteurs en Corse?

9. Où se trouvait alors l'homme qui s'accusait de faux?

10. Expliquez par des synonymes ou des phrases: *voleur* (l. 3), *cours d'eau* (l. 17), *contrefait* (l. 20), *entraînent* (l. 22), *aura* (l. 30).

[TOURNEZ]

(*b*) Ranimé par cette pensée, le Français abattit quelques régimes de fruits mûrs sous le poids desquels les dattiers semblaient fléchir, et il s'assura, en goûtant cette manne inespérée, que l'habitant de la grotte avait cultivé les palmiers: la chair savoureuse et fraîche de la datte accusait en effet les soins de son prédécesseur. Le Français passa subitement d'un sombre désespoir à une joie presque folle. Il remonta sur le haut de la colline, et s'occupa pendant le reste du jour à couper un des palmiers inféconds qui, la veille, lui avaient servi de toit. Un vague souvenir lui fit penser aux animaux du désert, et, prévoyant qu'ils pourraient venir boire à la source perdue dans les sables qui apparaissait au bas des quartiers de roche, il résolut de se garantir de leurs visites en mettant une barrière à la porte de son ermitage. Malgré son ardeur, malgré les forces que lui donna la peur d'être dévoré pendant son sommeil, il lui fut impossible de couper le palmier en plusieurs morceaux dans cette journée; mais il réussit à l'abattre. Quand, vers le soir, ce roi du désert tomba, le bruit de sa chute retentit au loin, et il y eut une sorte de gémissement poussé par la solitude; le soldat en frémit comme s'il eût entendu quelque voix lui prédire un malheur.

1. Il craignait l'arrivée des bêtes sauvages. A la recherche de quoi viendraient-elles? Commencez votre réponse par *Elles viendraient* . . .

2. Quel effet le bruit de la chute du palmier a-t-il produit sur le Français?

3. Qu'est-ce qui indiquait que quelqu'un avait cultivé les arbres? Commencez par *Ils portaient* . . .

4. Comment s'est-il proposé de se protéger des animaux?

5. De quelle façon les palmiers lui avaient-ils été utiles la veille? Commencez par *Il avait* . . .

6. Qu'est-ce qui lui avait donné la force de faire tomber le palmier? Commencez par *C'était* . . .

7. Quel changement s'est effectué dans l'esprit de cet homme après qu'il eut mangé? Commencez par *Il est devenu* . . .

8. Comment passa-t-il le temps entre son petit repas et le coucher du soleil? Commencez par *Il le passa à* . . .

9. Quelle tâche n'avait-il pas achevée à la tombée de la nuit? Commencez par *Il n'avait pas* . . .

10. Mentionnez *six* détails du paysage décrit dans ce morceau.

11. Expliquez par des synonymes ou des phrases: *accusait* (l. 5), *inféconds* (l. 9), *abattre* (l. 18), *chute* (l. 19), *retentit* (l. 19).

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FRENCH COMPOSITION

NOTE. All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.

A

Répondez en français par des phrases complètes aux questions suivantes, donnant brièvement l'information nécessaire:

1. Depuis quand apprenez-vous le français?
2. Dans quel mois êtes-vous né et quel âge avez-vous?
3. Nommez *trois* légumes qu'on trouve ordinairement dans un jardin potager.
4. Quel cadeau voudriez-vous recevoir pour votre anniversaire?
5. Indiquez *deux* façons de faire le voyage de Montréal à Toronto.
6. Indiquez *deux* moyens de vous renseigner quand vous voulez savoir l'heure qu'il est.
7. Indiquez *deux* choses que vous allez faire cet été.
8. Nommez *deux* choses que l'on met d'ordinaire dans son café.
9. Indiquez *une* occasion où il est convenable de donner un pourboire.

B

Écrivez les formes suivantes:

1. l'infinitif *et* le participe passé de
   nuisit, reprît, recueillera, doive, plaigne;
2. l'impératif, deuxième personne du pluriel, de
   boire, être, apprendre, savoir, s'asseoir;
3. le présent du subjonctif, troisième personne du singulier, de
   servir, aller, se promener, tenir, vouloir.

[TOURNEZ]

C

Écrivez les phrases suivantes en mettant des pronoms convenables à la place des mots en italique. Faites tous les autres changements nécessaires.

1. Avez-vous donné *les pommes à la cuisinière*?
2. *Les magasins* ne sont pas très loin *de mon école.*
3. *Grand'mère* a cherché *ses lunettes dans le tiroir.*
4. Ont-ils préparé *le devoir* dont *le professeur* nous a parlé?
5. Je connais deux *hôtels* où *les chambres* ne coûtent pas cher.
6. *Les pages* que vous venez de traduire seraient trop difficiles pour *mes élèves.*
7. Nous avons perdu *nos livres* et *ceux de Marie.*
8. L'officier a dit *à son camarade*: "Je vous présenterai à *ma sœur.*"
9. *Mon frère et moi* avons envoyé beaucoup *de timbres à la jeune fille.*

D

Dans une composition de 120 mots environ (au maximum 140 mots) faites la description d'une fête ou d'une soirée à laquelle vous avez assisté pendant l'année passée.

(*The composition should be written on every other line.*)

E

Traduisez en français :

1. From time to time the old man would stop and look to right and left. Perhaps he was afraid that someone would steal his money.
2. It is easy to see that you cannot finish it to-day unless you ask your friend to help you. If he won't, leave it until to-morrow.
3. That little boy is not very polite. Did you hear what he just said? He told me to keep quiet.
4. When you go home, please take this raincoat to your mother. I borrowed it from her yesterday.
5. It seems that everybody is complaining about the weather. It gets hotter and hotter and it never rains.
6. She has been talking to her husband for half an hour and the poor man hasn't yet replied. How unhappy he must be!

7. While the doctor was sitting in his office, he heard a ring at the door. It was a stranger, hat in hand.
8. Whatever your reason may be, I beg you not to refuse the invitation. There are important questions which we must discuss.
9. It is I who have done all the work and I only want the money that you owe me. You've never given me anything.
10. We had a good time at the movies last night, but evidently we should have studied more carefully before going out.

F

Traduisez en français :

If you had gone to Corsica a hundred years ago, you might have learned something of the life of Colomba, whose adventures Mérimée describes in one of his best novels.

When Colonel della Rebbia was assassinated, two years before the return of his son, Colomba was sure that the Barricinis were guilty of the murder, although she could not prove it. Moreover, she intended to avenge him after the arrival of Orso, who had lived for a long time on the continent. The latter saw very well that if he didn't resist all temptation to renew the quarrel many innocent people would suffer. Therefore he tried to persuade his sister that she should forget her suspicions, but he never succeeded in doing so. He set out on horseback to meet the young English girl but on the way he encountered his enemies, who forced him to fight and wounded him.

As you know, Orso did not die, in spite of his wound, and, when the story ends, the two Corsicans leave that country of bandits to seek happiness in another part of the world.

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LITTERATURE FRANCAISE

1. Donnez de mémoire *deux* des passages suivants :

(*a*) *Athalie*, Acte I, Sc. 1, les quatorze vers commençant à "Celui qui met un frein. . .";

(*b*) *Saison des semailles* : *le soir*, par Victor Hugo ;

(*c*) *Athalie*, Acte II, Sc. 5, les quatorze vers commençant à "Ses malheurs n'avaient point. . .".

2. Exprimez en vos propres mots le sujet de *deux* des morceaux suivants :

(i) Corneille : *Parle, parle, Seigneur* ;
(ii) Hugo : *Waterloo* (poésie) ;
(iii) Chapais : *Se dévouer*.

3. Répondez à la partie (*a*) OU (*b*);

(*a*) Lui, comme un spectre, seul, au front du *pic altier*,
Baigné d'une lueur qui saigne sur la neige,
Il attend *cette mer sinistre* qui l'assiège :
Elle arrive, *déferle*, et le couvre tout entier.

(i) Qui a écrit ces vers ? De quel poème sont-ils extraits ?
(ii) Expliquez les parties en italiques.

(*b*) Elle se releva, mais un jour de bataille,
Ne pouvant plus mordre ses freins,
Mourante, elle tomba sur un *lit de mitraille*
Et, *du coup te cassa les reins*.

(i) Expliquez les allusions contenues dans les parties en italiques.
(ii) Donnez une appréciation de ces quatre vers au point de vue de la versification.

[TOURNEZ]

4. Commentez le passage suivant aux points de vue du *fond* et de la *forme* :

Patrie

Canada ! Canada ! terre immense et féconde,
Nouvelle Gaule assise au nord du Nouveau Monde,
Héroïque pays d'espérance et d'honneur,
Sol vierge, caps géants, Mille-Iles, flots limpides,
Généreuse nature, altières Laurentides,
Où l'érable sans fin déroule sa splendeur.

Gloire à toi ! nous t'aimons et l'étranger t'admire !
Gloire à toi, Saint-Laurent dont je ne saurais dire
La beauté sans amour, ni le nom sans fierté !
Qu'à jamais, fleuve aimé, tes rives nous soient chères,
Et rappellent toujours que le sang de nos pères
S'épancha pour ta gloire et pour ta liberté !

5. La première édition du premier journal canadien, la *Gazette de Québec*, constitue le "Serment de Strasbourg" du Canada français.

(*a*) Expliquez cette assertion de M. Séraphin Marion.
(*b*) Décrivez, en une quinzaine de lignes, l'apparence de ce premier journal canadien.

6. Athalie est une âme faible, violente, superstitieuse, toujours dominée, soit par ses conseillers, soit par ses craintes.

Justifiez ce portrait en rappelant *trois* incidents de la tragédie.

7. *De mesure et de poids* je changeais *à leur gré.*
Autant que de Joad *l'inflexible rudesse*
De *leur superbe oreille* offensait la mollesse,
Autant je les charmais par *ma dextérité.*

(*a*) Quelle est la cause de cette attitude chez Mathan ?
(*b*) Expliquez les parties en italiques.

8. L'héroïsme de Georges Guynemer a fait de lui une figure légendaire.

Commentez ce jugement en rappelant *trois* incidents de la vie du jeune héros.

OU

Comparez l'idéal que Mme Meximieu et Antoinette Jacquemin se font de la vie.

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COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure dans sa copie rien qui puisse indiquer l'endroit où il subit son examen.*

1. Employez dans une phrase chacun des mots suivants pour en indiquer la signification exacte: *courroie, réticence, trafic, patauger, divan, gril, émonder, manchot, basané, mimer.*

2. Appréciez la composition du morceau suivant:

De l'esprit de la conversation.

En Orient, quand on n'a rien à dire, on fume du tabac de rose ensemble, et de temps en temps on se salue les bras croisés sur la poitrine, pour se donner un témoignage d'amitié; mais dans l'Occident on a voulu se parler tout le jour, et le foyer de l'âme s'est souvent dissipé dans ces entretiens où l'amour-propre est sans cesse en mouvement pour faire effet tout de suite, et selon le goût du moment et du cercle où l'on se trouve.

Il me semble reconnu que Paris est la ville du monde où l'esprit et le goût de la conversation sont le plus généralement répandus; et ce qu'on appelle le mal du pays, ce regret indéfinissable de la patrie, qui est indépendant des amis même qu'on y a laissés, s'applique particulièrement à ce plaisir de causer, que les Français ne retrouvent nulle part au même degré que chez eux. Volney raconte que des Français émigrés voulaient, pendant la révolution, établir une colonie et défricher des terres en Amérique; mais de temps en temps ils quittaient toutes leurs occupations pour aller, disaient-ils, *causer à la ville*; et cette ville, la Nouvelle-Orléans, était à six cents lieues de leur demeure. Dans toutes les classes, en France, on sent le besoin de causer; la parole n'y est pas seulement, comme ailleurs, un moyen de se communiquer ses idées, ses sentiments et ses affaires, mais c'est un instrument dont on aime à jouer, et qui ranime les esprits comme la musique chez quelques peuples, et les liqueurs fortes chez quelques autres. Le genre de bien-être que

[TOURNEZ]

fait éprouver une conversation animée ne consiste pas précisément dans le sujet de cette conversation; les idées ni les connaissances qu'on peut y développer n'en sont pas le principal intérêt: c'est une manière d'agir les uns sur les autres, de se faire plaisir réciproquement et avec rapidité, de parler aussitôt qu'on pense, de jouir à l'instant de soi-même, d'être applaudi sans travail, de manifester son esprit dans toutes les nuances par l'accent, le geste, le regard, enfin de produire à volonté comme une sorte d'électricité qui fait jaillir des étincelles, soulage les uns de l'excès même de leur vivacité et réveille les autres d'une apathie pénible.

3. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'*un* des sujets suivants:

(*a*) Un voyage compliqué que j'ai fait.
(*b*) L'avenir de l'aviation au Canada.
(*c*) Mes prochaines vacances d'été.
(*d*) Un professeur qui m'a vivement impressionné.
(*e*) Notre province d'Ontario est riche et belle.

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GRADE XIII

GERMAN AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Beantworten Sie auf deutsch folgende Fragen über „Georg und die Zwischenfälle"!

1. Was für einen Beruf hat Georg gehabt?
2. Warum hat er fünf Arbeitszimmer gebraucht?
3. In welcher Stadt wohnte Georg?
4. In welchem Land liegt die Stadt Salzburg?
5. Wodurch ist Salzburg berühmt?
6. Wie kam es, daß Georg nicht in einem österreichischen Hotel wohnen konnte?
7. Wie ist Georg dem hübschen Fräulein begegnet, in das er sich später verliebte?
8. Wo wohnte das Fräulein?
9. Beschreiben Sie die Tracht, die in Salzburg und Umgebung von Männern getragen wird! (drei Kleidungsstücke)
10. Was fällt einem beim Autofahren in Österreich zuerst auf?
11. Warum meinte Georg, daß man in Salzburg Konditor werden sollte?
12. Wie war der Amerikaner, der das Schloß gemietet hatte, so reich geworden?
13. Wann wird das Wort „Prosit" von Deutschen gebraucht?
14. Unter welchen Umständen hat Mozart sein Requiem komponiert?
15. Für wen wurde das Requiem zum ersten Male gesungen?
16. Geben Sie acht Wörter oder Redensarten, die beim Tennisspiel gebraucht werden!
17. Mit welcher Absicht ist Konstanzes Bruder zum Tennisplatz gekommen?
18. Was veranlaßte den alten Grafen, das Stubenmädchen fortzuschicken?

[OVER]

B

Beantworten Sie auf deutsch folgende Fragen über:

(a) Heines „Die Grenadiere"

1. Bei welchem Heer dienten die beiden Grenadiere?
2. Welche drei traurigen Nachrichten hörten sie?
3. Warum wollte der eine Soldat noch nicht sterben?
4. Wo wollte der andere Soldat begraben werden?

(b) Uhlands „Das Glück von Edenhall"

1. Wie nannte man das Kelchglas?
2. Was für Wein wurde für den Lord von Edenhall eingeschenkt?
3. Beschreiben Sie die drei Laute, die man beim Anstoßen der Gläser hörte!
4. Geben Sie zwei Ereignisse die stattfanden, nachdem das Glas in Stücke gesprungen war!

C

Von den auswendig gelernten Gedichten schreiben Sie:

(a) Heines „Ein Fichtenbaum steht einsam";
(b) Goethes „Wanderers Nachtlied" — Der du von dem Himmel bist.

D

Ohne zu übersetzen, beantworten Sie auf deutsch die Fragen am Ende jedes Auszugs!

(a) Auf dem Landsitz der Herzogin Amalie wurde eines abends ein neues Lustspiel vorgelesen. Es war im Spätherbst und das Wetter war schon ziemlich kalt. Nun traf es sich, daß Karl August, der regierende Herzog, eben von der Jagd zurückkehrte. Die Vorlesung hatte schon angefangen, als er bei seiner Mutter, Amalie, einkehrte. Wegen der vorgerückten Jahreszeit waren die Zimmer geheizt. Der Herzog, der aus freier Luft kam und dem es in der Stube zu heiß wurde, öffnete das Fenster. Einige Damen, die diesem Fenster zunächst saßen, beklagten sich kaum über den Luftzug, als auch schon Goethe sich dem Orte näherte, woher der Zug kam, und das Fenster leise wieder zuschloß. Das Gesicht des Herzogs, der indes auf der andern Seite des Saales gewesen war, verfinsterte sich plötzlich, als er wieder zurückkehrte und sah, daß man eigenmächtig seinen Befehlen zuwiderhandelte. „Wer hat das Fenster, das ich vorhin geöffnet, hier wieder zugemacht?" fragte er die Bedienten des Hauses, deren keiner jedoch auch nur einen Seitenblick auf Goethe zu tun wagte. Dieser aber trat sogleich vor seinen Herrn und Freund und sagte:

„Sie haben das Recht über Leben und Tod des ganzen Volkes. Über mich ergehe Urteil und Spruch!" Der Herzog lächelte, und die Fenster wurden nicht wieder geöffnet.

1. Wie amüsierte sich die Gesellschaft eines abends bei der Herzogin Amalie?
2. Zu welcher Jahreszeit war es?
3. Wie hatte Karl August den Tag zugebracht?
4. Warum war Karl August der einzige, dem das Zimmer zu heiß wurde?
5. Was tat er, um das Zimmer ein wenig abzukühlen?
6. Warum machte Goethe das Fenster wieder zu?
7. Wen befragte Karl August über die Angelegenheit?
8. Warum haben sie nicht geantwortet?

(b) „Viertel vor acht", antwortete sie und wies mit ihrer dünnen, roten Hand auf die Wanduhr. „Sie müssen wohl zusehen, daß Sie fortkommen, Hanno..." Damit setzte sie die dampfende Tasse an seinen Platz und schob ihm Brotkorb und Butter, Salz und Eierbecher zu.

Er sagte nichts mehr, griff nach einer Semmel und begann im Stehen, den Hut auf dem Kopfe und die Mappe unterm Arm, den Kakao zu schlucken. Das heiße Getränk tat entsetzlich weh an einem Backenzahn, den gerade Herr Brecht in Behandlung gehabt hatte....Er ließ die Hälfte stehen, verschmähte auch das Ei, ließ mit verzerrtem Munde einen leisen Laut vernehmen, den man als Adieu deuten mochte, und lief aus dem Hause.

Es war zehn Minuten vor acht Uhr, als er den Vorgarten passierte, die kleine rote Villa zurückließ und nach rechts die winterliche Allee entlang zu hasten begann.... Zehn, neun, acht Minuten nur noch. Und der Weg war weit. Und man konnte vor Nebel kaum sehen, wie weit man gekommen war! Er zog ihn ein und stieß ihn wieder aus, diesen dicken, eiskalten Nebel, mit der ganzen Kraft seiner schmalen Brust, stemmte die Zunge gegen den Zahn, der vom Kakao noch brannte, und tat den Muskeln seiner Beine eine unsinnige Gewalt an. Er war in Schweiß gebadet und fühlte sich dennoch erfroren in jedem Gliede. In seinen Seiten fing es an zu stechen.

1. Wieviel Uhr war es, als Hanno zum Frühstückstisch kam?
2. Was sollte er zum Frühstück essen?
3. Warum hat er seinen Kakao nicht ausgetrunken?
4. In was für einem Hause wohnte Hanno?

[OVER]

5. Was für Wetter gab es am erwähnten Morgen?
6. Zählen Sie alle Anzeichen dafür auf, daß Hanno sich beeilte!
7. Warum stemmte er die Zunge gegen den Backenzahn?

E

Geben Sie auf deutsch den Inhalt dieses Auszugs in ungefähr 50 Worten!

Was bei den Weißen anders ist als bei den Schwarzen.

Wenn ich mit den Schwarzen ins Gespräch komme und sie von mir verlangen, daß ich ihnen erzähle, was alles bei den Weißen anders ist als hier, pflege ich mit ihnen über drei Dinge zu reden.

Als erstes führe ich an, daß es in Europa Waldbrände gibt. Dies können sie sich nicht vorstellen. Hier ist es auch in der trockenen Jahreszeit so feucht, daß der Wald nie und nimmer, auch wenn man alles täte, um ihn anzuzünden, in Feuer geraten kann.

Nun berichte ich weiter, daß in Europa Leute zu ihrem Vergnügen rudern. Darauf erfolgt zunächst unbändiges Gelächter. Nachher geht es mit Fragen los. „Wer befiehlt ihnen zu rudern?" „Niemand." „Es muß ihnen aber jemand ein Geschenk geben, daß sie es tun." „Nein, sie tun es ganz freiwillig und umsonst, und oft rudern sie, bis sie ganz erschöpft sind."

Als drittes kommt dann, daß ein Mann in Europa heiraten kann, ohne die Frau bezahlen zu müssen.

Department of Education, Ontario

Annual Examinations, 1950

GRADE XIII

GERMAN COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

A

Übersetzen Sie ins Deutsche!

1. The rich factory-owner opened his eyes wide when he heard that his old teacher knew that he had cheated.
2. A German likes to eat fresh bread and golden honey for breakfast.
3. His father was ashamed of him because he couldn't remember the name of their old friend.
4. He opened the hood and looked at the engine; then he got into the car and sat down behind the steering-wheel.
5. Emil's mother said, "Fetch me some warm water, put on your new suit, and don't forget to wash yourself."
6. How is the weather outside?—It is snowing now, but I believe it will stop before midnight.
7. He arrived in the country two weeks ago and intends to stay until to-morrow morning.
8. How did Robby feel after the policeman had gone down the street? He ought to have told him the truth.
9. The village in which he lives is situated on a lake whose water is very blue.
10. If she had come earlier, she would have been able to buy herself a pretty dress.

B

Übersetzen Sie ins Deutsche!

My friend Charles had written me from London to meet him in Salzburg, as he had been given two tickets for the festival. I was very glad to accept his invitation. There were a great many people on the train but I succeeded in getting a seat in a

[OVER]

smoking-compartment. After twelve hours we reached the border and I had to get out, because I had almost no Austrian money. Consequently, I engaged a room in Reichenhall and went to Salzburg every day by bus.

You cannot imagine how glad I was to see the city again after ten years. Of course, I should have been a bit happier if I had had more than ten marks a month, but Charles had promised to pay for everything I needed in Salzburg.

One day I entered a restaurant and ordered two cups of coffee while I waited for Charles. Since it was raining hard, he did not come at the right time, and I asked a young girl to help me by paying my bill. She was a charming girl with chestnut-brown hair and blue eyes and I fell in love with her at once.

C

Schreiben Sie einen Aufsatz von ungefähr 100 Worten über e i n e s der folgenden Themen!

(a) Abendessen in Konstanzes Schloß.
(b) Ein Ausflug in den Wald.

D

Schreiben Sie im Passiv!

1. Der alte Diener macht die Tür auf; er begrüßt die Gäste.
2. Ein jüngerer Herr folgte ihm mit den Koffern.
3. Die fleißigen Dienstmädchen haben unsere schönen Blumen auf den Tisch gestellt.
4. Zu Weihnachten wird der junge Mann Geschenke geben.

E

Schreiben Sie!

(a) die drei Formen des Imperativs in der zweiten Person der folgenden Verben:
geben, sehen, fahren, nehmen, sein;

(b) die dritte Person des Singulars im Perfekt der folgenden Zeitwörter:
beobachten, zumachen, geschehen, studieren, kommen;

(c) die drei Grundformen der folgenden Verben:
anfangen, liegen, gehen, bieten, beten.

F

Gebrauchen Sie jedes der folgenden Wörter oder Ausdrücke je einmal in einem Satz, der seinen Sinn deutlich angibt!

noch nicht	meinetwegen
leid	durchaus
über acht Tage	auf und ab
gar nicht	droben
lieber	einander

G

Schreiben Sie im Präsens!

Er verabschiedete sich, lief zur Tür hinaus, sprang die Treppe hinauf und kam in ein großes und luftiges Zimmer, das als Schlafzimmer eingerichtet war. Eine elektrische Lampe stand neben dem Bett, und auf dem Tischchen befand sich die Abendzeitung.

Er zog sich aus, legte seine Sachen auf den Stuhl, las den politischen Leitartikel in der Zeitung, drehte das Licht aus und schlief ein.

Department of Education, Ontario

Annual Examinations, 1950

GRADE XIII

SPANISH AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Contéstese en español a las siguientes preguntas sobre *El Capitán Veneno*:

1. ¿Qué le pasó a Angustias mientras que iba en busca de un médico?
2. ¿Qué llevaba al cuello el Capitán Veneno?
3. ¿Por qué se negó la Generala a aceptar dinero por cuidar a D. Jorge?
4. ¿Por qué quería el Marqués casar a Jorge?
5. ¿Por qué le había nombrado el Marqués contador de su casa y hacienda?
6. ¿Cómo perdía el Capitán el dinero que ganaba?
7. En vez de quedarse en casa de la viuda, ¿a dónde quería ser conducido el Capitán?
8. ¿Con quién quería casarse el abogado de Doña Teresa?
9. ¿Por qué vendió Doña Teresa su gargantilla de perlas?
10. ¿Cuándo lloró el Capitán por primera vez?
11. ¿Cómo supo Angustias que su madre no tenía dinero cuando murió?
12. Cuando el abogado se dió cuenta de que Angustias era muy pobre, ¿cómo quería ayudarla?
13. ¿Qué títulos hizo poner el Capitán en la lápida de Doña Teresa?
14. ¿Qué hacía el Capitán en la biblioteca cuando su amigo T. . . entró?

B

Apoderóse de la palabra el Marqués de los Tomillares y habló en los términos siguientes: Crióse sin madre y hasta sin nodriza . . . (Su madre murió al darlo a luz, y su padre,

[OVER]

por no lidiar con amas de leche, le buscó una cabra . . ., por
5 lo visto montés, que se encargase de amamantarlo.) Se educó en colegios, como interno, desde el punto y hora que lo destetaron; pues su padre, mi pobre hermano Rodrigo, se suicidó al poco tiempo de enviudar. Apuntóle el bozo haciendo la guerra en América, entre salvajes, y de allí vino a tomar
10 partido en nuestra discordia civil de los siete años. Ya sería general, si no hubiese reñido con todos sus superiores desde que le pusieron los cordones de cadete, y los pocos grados y empleos que ha obtenido hasta ahora, le han costado prodigios de valor y no sé cuantas heridas; sin lo cual no
15 habría sido propuesto para recompensa por sus jefes, siempre enemistados con él a causa de las amargas verdades que acostumbra a decirles. Ha estado en arresto diez y seis veces, y cuatro en diferentes castillos; todas ellas por insubordinación. ¡Lo que nunca ha hecho ha sido pronunciarse!
20 Desde que se acabó la guerra, se halla constantemente de reemplazo; pues, si bien he logrado, en mis épocas de favor político, proporcionarle tal o cual colocación en oficinas militares, regimientos, etc., a las veinticuatro horas ha vuelto a ser enviado a su casa. Dos Ministros de la Guerra han
25 sido desafiados por él; y no le han fusilado todavía, por respeto a mi nombre y a su indisputable valor.

Contéstese en español:

1. ¿Por qué prefirió el padre del Capitán que una cabra antes que una nodriza amamantase a su hijo?

2. ¿Por qué dijo el Marqués que la cabra era por lo visto montés?

3. ¿En dónde pasó el Capitán la primera parte de su vida?

4. ¿Por qué no le educó su padre mismo?

5. ¿Cómo se ganó sus grados en el ejército el Capitán?

6. ¿Cómo le castigaron por su insubordinación?

7. ¿Por qué no tenía mucha dificultad el Marqués en proporcionarle una colocación?

8. ¿Por qué debió buscarle una colocación tan a menudo?

9. Según el Marqués, ¿qué salvó al Capitán de ser fusilado?

10. Dése el contrario de: *murió* (l. 3), *buscó* (l. 4), *pobre* (l. 7), *guerra* (l. 9), *pocos* (l. 12), *amargas* (l. 16), *verdades* (l. 16), *diferentes* (l. 18), *nunca* (l. 19).

11. Dése la primera persona del singular del pretérito de: *murió* (l. 3), *buscó* (l. 4), *encargase* (l. 5), *habría* (l. 15).

C

Don Serafín Espinosa tenía una tiendecita de trapos en la calle San Diego, centro del pequeño comercio que si no puede tentar por el lujo de sus instalaciones, atrae a la gente por la increíble baratura de sus artículos. Se llamaba la tienda "La Bola de Oro" y mostraba en sus ventanas toda clase de baratijas para gente pobre.

Don Serafín era el alma más candorosa de la tierra. Si una mujer le pedía algún regalo al hacer alguna compra, don Serafín siempre accedía sin pensar en ganancias o pérdidas. Si un chico lloraba mientras hablaba él con la madre, corría a sacar un pájaro de trapo para consolarle. El negocio iba mal; el comerciante se arruinaba lentamente tras el mostrador, pero sin perder su amable sonrisa, su generosidad innata y su fina cortesía. En fin, lo que menos tenía don Serafín era disposición para los negocios.

—Si yo fuese un hombre sin conciencia—se decía—podría incendiar "La Bola de Oro", y luego recibiría mis cuatro mil pesos de seguro. Pero como tengo temor de Dios y prefiero vivir pobre y ser honrado, no cometeré jamás tal crimen—.

La idea del incendio, tantas veces rechazada, era, sin embargo, la única solución. Entonces empezó el tendero a visitar más las iglesias para pedir el más completo incendio de su tienda. Creyó conveniente dirigirse a las ánimas del purgatorio, que tienen las llamas al alcance de la mano.

Una noche, la tranquilidad de la calle San Diego fué perturbada por los gritos de "¡incendio! ¡incendio!" En un momento, salieron los vecinos y poco más tarde se oía la campana de alarma.

Contéstese en español:

1. ¿Qué clase de tiendas había en la calle San Diego?
2. ¿Por qué le gustaba a la gente hacer compras en esa tienda?
3. ¿Cómo daba prueba de su generosidad Don Serafín?
4. ¿Por qué no ganaba él más?
5. ¿Qué crimen habría podido cometer Don Serafín para salvarse de ruina?
6. ¿Por qué no lo cometió?
7. ¿Para qué se dirigió don Serafín a las ánimas del purgatorio?
8. ¿Cuándo se oyó la campana de alarma?

[OVER]

9. Escríbanse los infinitivos de los verbos que corresponden a *compra* (l. 8), *ganancias* (l. 9), *temor* (l. 18), *alcance* (l. 24), *incendio* (l. 26).

10. Dése la tercera persona plural del futuro de indicativo de *tenía* (l. 1), *puede* (l. 2), *decía* (l. 16).

D

Era un caballo bastante bien proporcionado, color de hoja seca, que tenía algunos cuarterones de carne sobre los músculos y en la frente una mancha blanca del tamaño de una pieza de dos pesetas. A esta última circunstancia debía sin duda su nombre de Lucero. El que lo había bautizado era hombre de imaginación, porque aquellos pelos blanquecinos no podían dar idea remota de ningún astro del cielo.

Sus medios de subsistencia estaban envueltos en el misterio y despertaban en Luanco comentarios bochornosos. Si su amo era solamente pirata de nombre, él lo era de hecho. Se le veía por los caminos de noche y de día como un vagabundo apercibido a todo lo malo. Saltaba las barreras de los prados y se comía la fresca hierba destinada a las vacas de los vecinos; saltaba también con increíble audacia las tapias de las huertas y se comía las lechugas y los guisantes.

Puede concebirse que tales hazañas solían costarle algunas monumentales palizas. En la villa se le consideraba como un socialista peligroso y era unánimemente aborrecido.

1. ¿Por qué se había dado al caballo el nombre de *Lucero*?
2. ¿Por qué no le convenía ese nombre?
3. ¿En dónde pasaba el caballo la mayor parte de su tiempo?
4. ¿Por qué se podía llamar un verdadero pirata?
5. ¿Qué debía hacer él para poder comer la hierba?
6. ¿Cómo se castigaba al caballo por sus hazañas?
7. ¿Qué opinión del caballo tenían todos los habitantes de Luanco?

Department of Education, Ontario

Annual Examinations, 1950

GRADE XIII

SPANISH COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

A

Tradúzcase al español:

1. Last year my brother and I took a trip to Spain and had a very good time. Seven or eight friends of mine went with us.

2. They brought her the newspaper, but she could not read it. She had left her glasses at home.—Why didn't you give her yours?—I didn't have mine, either.

3. Mr. Ayala's sons were with him at the dance on the 24th of May. We were very glad to meet them. They are the most polite boys we have ever seen.

4. Which is your room?—This one.—How nice! It is like John's. I am sure there is none better.

5. What a pity that you can't see each other often. I wish he would come to-morrow even though he is tired. He should not work so hard.

6. It is a long time since I have lived in such a house. It was built five years ago. Some day it will be sold for more than ten thousand dollars.

7. Did you tell them that the translation was more difficult than I thought?—Yes, I told them, but they replied that it didn't matter.

8. If it rains a great deal, you will have to buy an umbrella. However, I hope that the weather will be fine.

9. Is the window open? If it isn't, open it. Thank you. Good night!

10. Let's take a walk through the streets of the city and visit the Gothic cathedral. It is one of the most beautiful in the world.

B

Empléese cada una de las siguientes locuciones en una oración española de modo que esté claro su significado:

no poder menos; hacer caso; tratar; recordarse; dirigirse.

[OVER]

C

Llénese cada espacio con la forma correcta del verbo cuyo infinitivo está entre paréntesis:

1. Le dije que no lo ——— y él no lo ———. (hacer)
2. Sentíamos que ella no ——— al baile. (venir)
3. Esperará hasta que ustedes ———. (volver)
4. El no creía que yo ——— que estaban allí. (saber)
5. Se alegraron de que ella ——— a visitarlos. (ir)

D

Dése la forma afirmativa a cada una de las siguientes oraciones:

1. No le pidáis.
2. No se acuesten ustedes.
3. No te vayas.
4. No me lo preguntéis.
5. No os sentéis.

E

Tradúzcase al español:

It must have been half-past seven in the morning when Doña Teresa, who was very ill, called the Captain and said to him, "I wish to speak to you privately. Please close the door carefully so that my daughter will not hear us."

The Captain obeyed and a few minutes later he was sitting beside the sick woman.

"I am dying!" exclaimed the latter, pressing his hand. "It is no use sending for the doctor. When we have finished talking, have my daughter come here even though the poor girl will be frightened. Now I want you to know that you were quite right when you insisted that I am not a countess. My lawyer has just informed me that the Government has decided against my petition for a widow's pension. In order to pay his account I gave him the last five hundred dollars I had. My dear Angustias will have no future and not even money enough to bury me. I ask you, therefore, to protect her, to help her, to be a father to this orphan girl, to defend her life and her honour."

The Captain, weeping, swore that he would do so, and as he kissed her hand, she died with a smile on her lips.

F

1. Substitúyanse por las palabras impresas en letras bastardillas los pronombres personales que convengan:

(*a*) Dió *el libro a Juan.*
(*b*) Vieron *a las señoras.*
(*c*) Escriben *a sus amigos.*
(*d*) Compré *la pluma* para *Anita.*
(*e*) Fueron al teatro con *Carlos.*

2. Dense en español breves definiciones de:
extranjero; patria; novela; asistir; famoso.

G

Indíquese, de algún modo, la pronunciación de la *c* en *hace*, la *z* en *plazas*, la *j* en *consejo*, la *g* en *Diego*, la *ñ* en *niñez.*

H

Escríbase en español un tema de unas *cien* palabras sobre *La vida del campo.*

Department of Education, Ontario

Annual Examinations, 1950

GRADE XIII

ITALIAN AUTHORS—COMPREHENSION

NOTE. *No part of this paper is to be translated into English.*

A

Senza una conoscenza adeguata della storia è dunque impossibile cogliere l'intimo significato di molte tipiche manifestazioni della vita delle città italiane. Se si guarda semplicemente all'aspetto esteriore, quanta pittoresca varietà presentano! Sembra che il genio italiano abbia voluto di proposito abolire tutto ciò che è monotono e uniforme. Ogni notevole centro regionale ha un proprio stile d'architettura, come ha una propria scuola letteraria e artistica. Se si pensa a Milano, ecco sorgere innanzi agli occhi della mente le festevoli guglie del Duomo; la gaiezza orientale di San Marco e il severo palazzo dei Dogi ricorderà Venezia; le due torri, Bologna; il Campanile di Giotto, Firenze; il Colosseo e San Pietro, Roma. E non soltanto nei grandi monumenti risaltano l'individualità e le caratteristiche differenze di codeste città, ma anche nelle espressioni artistiche meno importanti e negli aspetti più modesti, come per esempio, nella disposizione e nell'apparenza delle strade e delle piazze, nell'architettura degli edifizi, nel tono dei colori.

I. Rispondano in italiano alle domande seguenti:

1. Che sono cinque delle più importanti città italiane?
2. In che tre maniere importanti le città mostrano la loro varietà?
3. Perchè hanno una varietà le città italiane?
4. Che è l'aspetto più notevole d'una città qualsiasi in Italia?
5. Che cose si vedono specialmente a Venezia?
6. Da dove viene la forma della cattedrale di Venezia?
7. Che cose sono sulla cattedrale di Milano?
8. Chi era un grand' architetto a Firenze?
9. Quali sono gli aspetti meno importanti d'una città?

[OVER]

10. Che è necessario perchè si possa capire la differenza fra le città d'Italia?

II. Scrivano il singolare di *tipiche manifestazioni* (ll. 2, 3), *delle città italiane* (l. 3), *agli occhi* (l. 9), *le festevoli guglie* (ll. 9, 10), *nei grandi monumenti* (l. 13), *le caratteristiche differenze* (l. 14), *nelle espressioni artistiche* (l. 15), *negli aspetti* (ll. 15, 16), *degli edifizi* (l. 18).

III. (*a*) Indichino, in qualque modo, la pronunzia di *sc* in *conoscenza*, *gu* in *adeguata*, *c* in *città*, *c* in *centro*, *cch* in *occhi*.

(*b*) Indichino la vocale accentata in *impossibile*, *intimo*, *tipiche*, *manifestazioni*, *presentano*.

IV. Rispetto al libro *L'Italia*, rispondano in italiano alle domande seguenti:

1. Che era l'origine della lingua italiana, e dove si sviluppò l'italiano moderno?
2. Perchè l'Italia si chiama "la classica terra della musica"? Come si chiamano tre grandi musicisti italiani?
3. Chi era il più gran poeta d'Italia? Che è il titolo del suo poema? Che cose racconta questo poema?
4. Perchè è famoso Michelangelo?

B

Con la voce nasale di tutti i medici, con quella voce che essi hanno abituata a non rivelare nessun turbamento, egli disse ai genitori:

— Signori, non c'è da farsi apprensioni, è una cosa da nulla. Che giorno è oggi? Lunedì? Bene; mi portino la bambina mercoledì prossimo, e due tubetti di vaccino. Mercoledì sera ed anche la notte la bambina starà bene, ma per precauzione la tengano ben riguardata. Giovedì nel pomeriggio essa comincerà ad avere un poco di febbre. Nella notte la febbre aumenterà; venerdì continuerà stazionaria, sui trentotto. Sabato comincerà a discendere e domenica in ogni caso se ne andrà del tutto. Come vedono è una cosa da nulla. Vaccinazioni se ne fanno centinaia ogni giorno.

La mamma ascoltava con una leggera apprensione, fissa negli occhi del dottore, senza tuttavia perder di vista, con altri occhi, la bambina che s'era avvicinata ad un armadio a vetri, e osservava le cose in esso.

Il dottore si volse a guardarla :

— Luisella — esclamò — mercoledì tornerai con la mamma ed io ti darò la cioccolata. Mi prometti che tornerai ?

La bimba confusa alzò gli occhi verso la madre.

— Ringrazia il dottore, vedi come ti vuol bene, e prometti che tornerai se sarai buona.

— Sì — esclamò la bambina. La mamma la prese in braccio, si licenziarono ed uscirono.

V. Rispondano in italiano alle domande seguenti :

1. Dove ha luogo questo episodio ?
2. Quante persone ci sono in questo episodio ?
3. Che cose si sanno del medico ?
4. Che era il carattere della bambina ?
5. Quale emozione ebbe la mamma ?
6. Che doveva fare il medico ?
7. Era pericoloso ? Come si sa ?
8. Quando dovevano rivenire ?
9. Che dovevano portare ?
10. Quale doveva essere l'effetto della vaccinazione ?
11. Quanti giorni doveva durare questo effetto ?
12. Che faceva la bambina ?

C

Il drammaturgo, Carlo Goldoni, racconta la storia seguente nelle sue memorie :

I commedianti stavano per terminare le recite a Rimini, e dovevano partire ; la loro partenza mi dispiaceva veramente. Un giorno quando io ero con la compagnia il direttore annunziò la partenza tra otto giorni ; aveva già fissata la barca, che doveva condurli a Chioggia.

— A Chioggia ? — dissi con un grido di sorpresa.

— Sì, signore, noi resteremo quindici o venti giorni a Chioggia, per darvi qualche rappresentazione.

— Ah, mio Dio ! mia madre è a Chioggia, ed io la vedrei con molto piacere.

— Venite con noi.

— Sì, sì — tutti gridano uno dopo l'altro, — con noi nella nostra barca. Non spenderete nulla ; si gioca, si canta, si ride, ci si diverte.

Come resistere ? Perchè perdere un'occasione così bella ? Accetto, e faccio i miei preparativi.

[OVER]

Comincio dal parlarne al mio maestro, che vi si oppone vivissimamente. Tutti erano contro me. Fingo di cedere, sto quieto; il giorno fissato per partire, mi metto in tasca due camicie ed un berretto da notte; vado al porto, entro il primo nella barca, mi nascondo. Arrivano i commedianti.

— Dov'è il signor Goldoni?

Ecco il signor Goldoni che vien fuori; si mettono tutti a ridere, si fa vela. Addio, Rimini.

Il vento non essendo favorevole, restammo in mare tre giorni. Arrivammo a Chioggia il quarto giorno.

Non avevo l'indirizzo dell'abitazione di mia madre ma non la cercai a lungo. La signora Goldoni e sua sorella erano della classe dei ricchi, e tutti le conoscevano. Il direttore dei commedianti mi accompagnò, entrò dalla signora Goldoni, e io restai nell'anticamera.

— Signora, — egli disse a mia madre — io vengo da Rimini, ed ho nuove da darvi del vostro figlio.

— Come sta mio figlio?

— Benissimo, signora. Ma soffre molto perchè è lontano dalla sua cara madre.

— Povero ragazzo! Vorrei averlo presso di me.

— Lo vedreste con piacere?

— Colla più grande gioia.

— Signora, eccolo!

VI. Rispondano in italiano alle domande seguenti:

1. Chi erano gli amici del Goldoni?
2. Come si guadagnavano essi la vita?
3. Che cosa decise di fare il Goldoni?
4. Perchè decise egli questo?
5. Perchè era difficile fare questo?
6. Come evitò la difficoltà?
7. Che portò con sè?
8. Come doveva viaggiare?
9. Quanto tempo ci voleva per fare il viaggio?
10. Come trovò egli la signora Goldoni?
11. Chi l'accompagnò?
12. Che era il sentimento della signora Goldoni?

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GRADE XIII

ITALIAN COMPOSITION

NOTE. *All numbers in the sentences are to be written in words.*

I. Scrivano la forma corretta del verbo in parentesi :

1. Benchè molti (tornare), molti altri rimangono in America.
2. Nel maggio del 1915 l'Italia (scendere) in campo.
3. Durante quel secolo le due tendenze (rimanere) indipendenti.
4. Tiziano (vivere) fin verso gli ultimi anni del Rinascimento.
5. Li avrebbe veduti, se essi (venire).
6. Se avessero mangiato, non (avere) fame.
7. Perchè non vuole che io (bere) vino ?
8. L'Ariosto (nascere) nel 1474.
9. Chiunque (fare) così ha torto.
10. Dopo che (conversare) un poco, andammo a mangiare.

II. (*a*) Scrivano il contrario di: alto, presto, in fretta, nulla, vicino, giovane, salire, pieno, caldo, povero.

(*b*) Scrivano un sinonimo di: fare una passeggiata, restare, di solito, monte, cominciare, il secolo decimosesto, quantunque, di rado, rammentarsi, avere fame.

III. Spieghino in italiano, in frasi complete, la significazione delle espressioni seguenti : di continuo, nipote, fissare la partenza, sull'imbrunire, mutar proposito.

IV. Descrivano la geografia dell'Italia (100 parole almeno), indicandone : la forma, le coste, i monti, i fiumi, le regioni, le isole.

V. Traducano in italiano:

1. A week ago both wrote to me and I answered them immediately thanking them for their kindness.
2. He had been waiting for her at the corner for fifteen minutes when she finally arrived arm in arm with her young cousin.
3. If time permitted, I should like to go to Sicily, where the culture is more Greek than Italian.

[OVER]

4. Thousands of people living in a country never go to see the masterpieces of architecture which tourists admire enthusiastically.

5. That song was the most beautiful that the boatmen had ever sung and I shall ask them to sing it again.

6. After having visited the grotto we went to the island, which was more picturesque than I had expected.

7. This morning the girls made a mistake and got up at half-past six; they did not complain of it, however.

8. The parade will begin at noon; we should like you to describe it to us as we shall not be able to watch it.

9. The maid sweeps the rooms, puts fresh sheets on the beds, dusts the furniture, and cleans the mirrors.

10. Do you know who is playing the piano for her? —It is one of the best musicians in the school, but I do not know him.

VI. Traducano in italiano:

One day last summer when they were in Florence the students had to go shopping. They really needed several things and they also wanted some souvenirs. In order to go down town from the hotel where they were staying, they decided to take the trolley, which is the cheapest means of transportation.

First they went to a drug store because each of them had to have a toothbrush. The druggist told them that in an Italian drug store only drugs are sold. Next they entered a shop on Calzaiuoli Street where they found what they were looking for. John bought two shirts for his brother and Mary bought three pairs of gloves for her mother and her sisters. They thought that these purchases would please their relatives, especially as they would not go out of style.

They chose a wallet for their father's birthday, and they were sure that he would be able to make use of it. In the Bolzani bookstore they looked at some second-hand books but they did not buy any. An Italian dictionary would be a most useful book for them. If they had had more money to spend they would have been laden with parcels.

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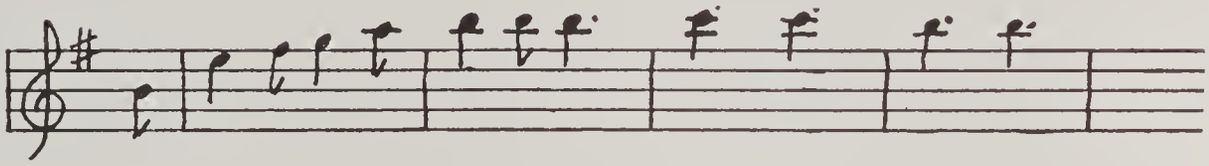
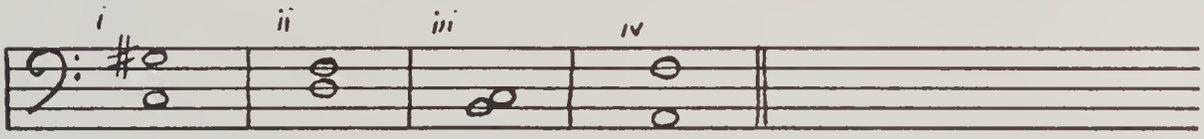
GRADE XIII

MUSIC



1. (*a*) Name the composition from which this phrase is taken.
   (*b*) Name the key and mode in which the phrase is written.
   (*c*) Write the time (metre) signature.
   (*d*) Using the bass clef, rewrite the phrase in the same key.

2. (*a*) Name the following intervals:



   (*b*) Invert and rename them.

3. Write the dominant seventh and its first inversion in F. Give a simple resolution to each chord.

4. What Italian musical terms are used to indicate the *opposite* of (*a*) legato, (*b*) ritardando, (*c*) pianissimo, (*d*) diminuendo?

5. (*a*) To what group of composers did Moussorgsky belong?
   (*b*) Explain why this group is important in the history of music.
   (*c*) Describe briefly any *one* of the scenes from the opera *Boris Godounoff*.

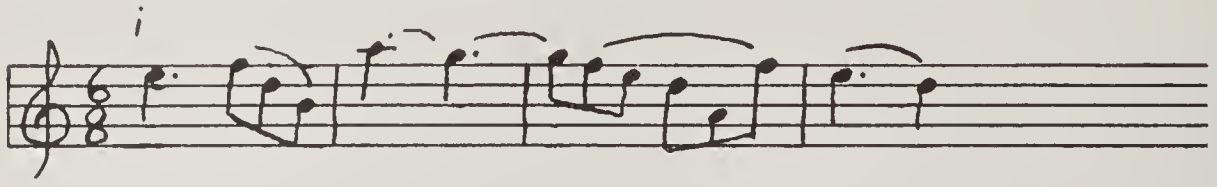
6. (*a*) Write a short account of the life of Mendelssohn with special reference to his boyhood.
   (*b*) Name *three* of Mendelssohn's important works, each in a different field of composition, other than the E Minor Violin Concerto.
   (*c*) Compare the music of Mendelssohn with that of Beethoven with respect to style.

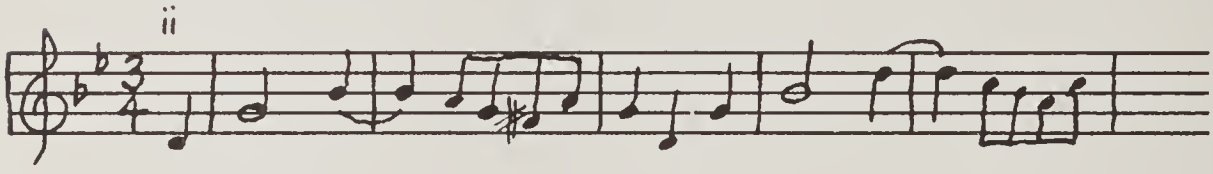
[OVER]

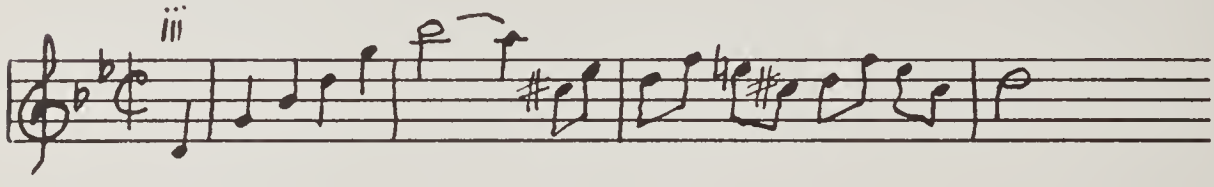
7. Using Mozart's Symphony in G Minor as an example, describe the form of the classical symphony.

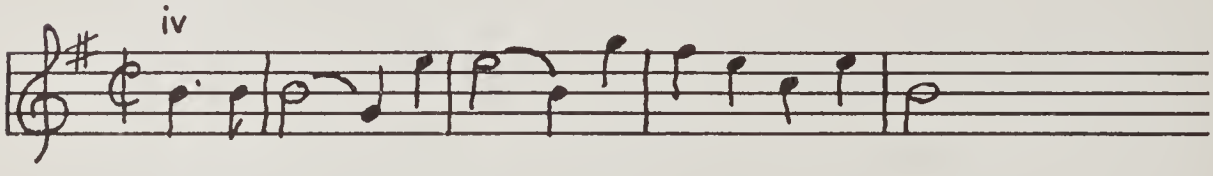
8. Tell the story behind the music of *The Moldau* by Smetana.

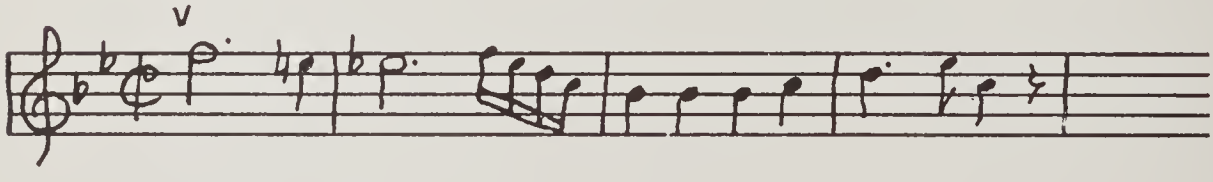
9. Assign each of the following themes to the composition in which it appears, indicating from which movement and from what part of the movement each theme is taken.

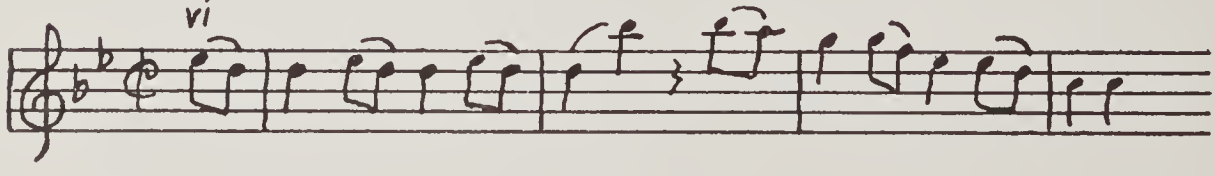












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GRADE XIII

ACCOUNTANCY PRACTICE

1. The Flushing Toy Manufacturing Company Limited ended its fiscal year May 31, 1950. A trial balance taken at that time follows:

Trial Balance—May 31, 1950.

Petty Cash Fund	$ 100.00	
Bank		$ 1400.00
Accounts Receivable	6870.00	
Accounts Payable		4620.00
Inventories June 1, 1949;		
Raw Materials	12162.00	
Finished Goods	2894.00	
Work-in-Process	678.00	
Buildings	22780.00	
Machinery	18147.00	
Tools	1220.00	
Delivery Truck	1600.00	
Office Equipment	884.00	
Material Purchases	36292.00	
Freight-In on Materials	188.00	
Rebates on Purchases		267.00
Payroll	12482.00	
Workmen's Compensation—(Factory)	370.00	
Heat, Light, and Power	692.00	
Insurance	147.00	
Sales		59968.00
Rebates on Sales	1182.00	
Selling and Delivery Expense	3178.00	
Office Expenses	510.00	
Reserve for Bad Debts		144.00
Reserve for Building Depreciation		5487.00
Reserve for Machinery Depreciation		8976.00
Reserve for Delivery Truck Depreciation		960.00
Reserve for Office Equipment Depreciation		422.00
Reserve for Plant Extension		3000.00
Capital Stock		35000.00
Surplus		2132.00
	122376.00	122376.00

[OVER]

Inventories and Accruals—May 31, 1950:

raw materials, $13410.00; finished goods, $7418.00; work-in-process, $299.00; payroll accrued—direct, $462.00; indirect, $110.00; office, $88.00; salesmen, $212.00; insurance unexpired, $36.00; coal on hand, $47.00; advertising paid in advance, $62.00; tools, $1160.00.

Analysis of Payroll Account:

direct, $8234.00; indirect, $1226.00; office, $1414.00; salesmen, $1608.00.

(*a*) Write the General Journal entries:

(i) to allocate insurance—factory 4/5, office 1/5;

(ii) to allocate heat, light, and power—factory 9/10, office 1/10;

(iii) to write off as uncollectible H. Wilson's account, $68.00;

(iv) to add to the reserve for bad debts an amount equal to $\frac{1}{4}$% of gross sales;

(v) to charge to the fiscal year just closed depreciation losses—buildings $2\frac{1}{2}$% (factory 4/5, office 1/5), machinery 10%, delivery truck 20%, office equipment 10%;

(vi) to record the purchase on May 31, 1950 of a new truck listed at $2800.00 (The old truck was turned in at its net book value and a cheque was issued for the balance.);

(vii) to record the declaration and the payment by cheque of an 8% dividend on capital stock.

(*b*) Prepare:

(i) a Manufacturing Statement;

(ii) a Trading and Profit and Loss Statement;

(iii) a Balance Sheet.

(*c*) Using the amounts on your balance sheet state in figures (i) the current ratio, (ii) the quick ratio, (iii) the amount of working capital, (iv) the amount of fixed capital, (v) the amount of invested capital.

2. The partnership firm of Allen and Hall, sharing gains and losses, Allen 3/5, Hall 2/5, decided to organize under the Ontario Companies Act as a joint stock company with the corporate name of The Beehive Trading Company Limited. The authorized capital was to be $40000.00 divided into 400 shares of $100.00 each. Each of the original incorporators—H. Allen, R. Hall, and

W. Fraser—subscribed and paid, out of private funds, for one qualifying share of stock. The partnership submitted the following balance sheet:

Assets		
Petty Cash Fund		$ 200.00
Bank		1850.00
Accounts Receivable	6900.00	
Less Reserve for Bad Debts	100.00	6800.00
Merchandise Inventory		14500.00
Land		1000.00
Buildings	22500.00	
Less Reserve for Depreciation	9400.00	13100.00
Delivery Equipment	2650.00	
Less Reserve for Depreciation	940.00	1710.00
Furniture and Fixtures	880.00	
Less Reserve for Depreciation	460.00	420.00
		$39580.00

Liabilities	
Accounts Payable	4100.00
Mortgage Payable	15000.00
H. Allen—Capital	10520.00
R. Hall—Capital	9960.00
	$39580.00

The following revision of balance sheet valuations was agreed upon:

(i) the reserve for bad debts to be increased to $1150.00;
(ii) merchandise inventory to be $12000.00;
(iii) land to be $3500.00;
(iv) the net book value of fixed assets to be as follows: buildings, $10000.00; delivery equipment, $1500.00; furniture and fixtures, $300.00.

The Beehive Trading Company Limited then agreed to assume all the firm's liabilities and to issue 300 fully paid shares in payment of the business. H. Allen agreed to pay R. Hall in cash from private funds for any fractional share due him.

(*a*) Give General Journal entries to close the books of the partnership, preferably using a Realization Account.

(*b*) Give General Journal entries to open the books of the company, preferably using an "Allen and Hall—Vendors' Account".

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GRADE XIII

SECRETARIAL PRACTICE

For the Presiding Officer only

General Instructions, and Dictation material for question 5.

General Instructions

1. The presiding officer shall see that each candidate is seated at the typewriter of his choice.

2. Immediately before the examination, each candidate shall be supplied with the following: bond paper, $8\frac{1}{2}''$ x $11''$ and $8\frac{1}{2}''$ x $14''$; carbon paper $8\frac{1}{2}''$ x $11''$ and $8\frac{1}{2}''$ x $14''$; copy paper; ruled shorthand note paper.

3. Candidates are expected to provide their own pencils, pens, erasers, and rulers. If a candidate lacks any of these, the presiding officer shall provide them.

4. Candidates shall be permitted to fasten together sheets of their answer papers by means of a stapler which is to be supplied for this purpose.

5. Candidates may write the shorthand section with pen or pencil.

Examination Procedure

1. The presiding officer shall notify the candidates that they will have the first two hours of the examination to complete questions 1 to 4 inclusive.

2. During the first part of the examination the presiding officer shall study the dictation material attached hereto.

3. The dictation material is divided into fifteen-second units. It should be noted that the rate of dictation is not uniform, and that punctuation and instructions as indicated are to be given in the course of dictation. An effort should be made by the presiding officer to dictate in a natural manner.

[OVER]

4. THE MATERIAL SHALL BE DICTATED EXACTLY AS WRITTEN.

5. At exactly 3.30 p.m. the presiding officer shall notify the candidates to prepare for the dictation of question 5. To familiarize them with his voice and style of dictation, he shall start with the following comments:

"Mr. Robert L. Jones, of London, has bought a piece of real estate, but has found it necessary to borrow some of the purchase money. This was easy, because he could borrow on the security of the property itself.

"The person who lends the money, called the mortgagee, is Mr. N. R. Smith. The amount of the loan is $4,000.

"I am going to dictate to you the first part of the mortgage. Then I am going to omit a section, and dictate the last few lines of the document.

"After you have finished, fold the document correctly, so that the endorsement will show.

"Since legal language must be exact, I am going to dictate slowly to you, giving you the required punctuation. Now, if you are ready, I shall begin the dictation."

6. The balance of the examination time shall be allowed for transcription. If a candidate completes the transcription before 4.00 p.m., he may use the remainder of his time to complete any other part of the paper.

7. Candidates shall be instructed to enclose in their envelopes all typed and written work, including their shorthand notes.

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GRADE XIII

SECRETARIAL PRACTICE

NOTE. *Candidates are required to submit the original and one carbon copy of the answer to each question.*

1. Mr. R. J. Carson, sales manager of the Carson Book Agency, 329 Roberta Street, Hamilton, has asked you to prepare for him a list of general reference books which should be available in the offices or libraries of business firms, and a short note about each book.

(*a*) Give the required information in report form. Do not list more than ten books.

(*b*) Write a letter to Mr. Carson stating that you are sending him the completed report.

2. (*a*) Assume that you are the private secretary to the president of a large firm. While the president is away on a two-weeks' business trip, you receive a letter addressed to him, which reads as follows:

Dear Bill:

When we were chatting at the Canadian Club a few days ago, you mentioned that you were looking for a junior executive with good qualifications in the field of accounting.

One of our men, Roger Cole, has just obtained his accountancy degree, and I believe that he is looking for an opportunity with a company where there is more immediate chance of promotion. As you know, our senior accountants are all relatively young men and, unless there is an unexpected expansion, Roger's prospect of stepping up to a senior post in the near future is not very bright.

I am loath to see Roger go, for he has personality, drive, and enthusiasm. He also has the experience and the qualifications for a much better position than we can offer him, and I do not want to stand in his way. If we must lose him, I should like to see him go to a firm like yours, where I know there is opportunity.

[OVER]

Please let me know within a week or two if you are interested in having a chat with him.

Sincerely,

James Brierly, President,
Brierly Mfg. Co. Ltd.

(i) Describe and give reasons for the action you would take upon the receipt of this letter.
(ii) Write a reply to Mr. Brierly.
(iii) Explain how Mr. Brierly's letter should be filed, assuming that some type of alphabetic file is maintained.

(*b*) Arrange the following names in their proper alphabetic order for filing purposes:

The Clarke and Brownlee Machine Co. Ltd.
Roger DuPont
George Craig and Sons, Inc.
Elizabeth Clarke-Smythe
G. R. Clark
CBX Radio Station
Roger De La Mare
George B. Clark
Francis D'Iberville
Craig's Service Station
ABC Cleaners
The 44 Club
D'Arcy Clarkson
Michael Da Costa
A1 Cleaners
The Quarter Century Club
Repair Depot, Canadian National Railways
Canadian National Express
C. P. R. Express
George Clark, Jr.

3. Assume that you are the office manager of the Acme Coal Co. Ltd., Oshawa. The office staff consists of a bookkeeper and a stenographer. It is part of your work to open the incoming mail each morning. Tell what action you would take in the following situations:

(*a*) You receive a cheque for $42, drawn on a local bank. There is no accompanying letter, but an attached card bears the

following information: "This cheque is in full payment of my account. R.S.M." The signature on the cheque is illegible.

(*b*) You receive a cheque for "One Hundred and Fifty Dollars" but the amount in figures reads "$105." The accompanying letter reads:

Gentlemen:

Since at the moment we are unable to pay our entire account, we are sending our cheque for half the amount. The balance will follow at the first of the month.

Yours truly,
James Need and Sons.

4. State briefly the work which the secretary of a corporate company should do in preparing for the annual shareholders' meeting and in completing his duties after the meeting.

5. At 3.30 p.m. the Presiding Officer will dictate a mortgage. Part of the content of the mortgage is omitted, and you will type the last section near the bottom of the last page of the document.

In the transaction, Robert L. Jones of London, the Mortgagor, borrows $4,000 from Nathan R. Smith, the Mortgagee.

Take down the dictation in shorthand, type the mortgage on $8\frac{1}{2}''$x14″ paper, properly ruled, endorse the outside of the document, staple the pages, and fold properly.

Submit your shorthand notes with your completed examination paper.

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GRADE XIII

SECRETARIAL PRACTICE

Advance instructions for schools in which the examination in Grade XIII Secretarial Practice is to be held.

1. Prior to the examination, each candidate shall be advised to select a typewriter, and to satisfy himself that it is in satisfactory operating condition.

2. The machines selected shall be clean, equipped with good ribbons, and labelled with the names of the candidates.

3. The school shall provide a stapler for the securing of papers.

4. The school shall provide the following supplies:

Bond paper of superior quality, $8\frac{1}{2}''$x11″;
$8\frac{1}{2}''$x14″;
Copy paper for carbon copies, $8\frac{1}{2}''$x11″;
$8\frac{1}{2}''$x14″;
Carbon paper of good quality, $8\frac{1}{2}''$x11″;
$8\frac{1}{2}''$x14″;
Ruled paper suitable for shorthand notes.

5. Candidates shall be advised to bring to the examination typewriter erasers, rulers, and pens or pencils suitable for writing shorthand. It is suggested that a supply of these items be available in the examination room to provide for candidates who may have forgotten them.

6. Since a part of the examination will be dictated, *it is essential that the presiding officer be an experienced teacher of senior secretarial work, but not the teacher who taught the candidates.*

7. In addition to the envelope containing the question papers, the examination bag will contain an envelope marked "Special Instructions for the Presiding Officer—To be opened at 1.15 p.m., Wednesday, June 28th."

For the Presiding Officer only—Dictation material for question 5.

MORTGAGE

This indenture made in duplicate the tenth day of July (comma) one thousand nine hundred and fifty (comma)/ in pursuance of The Short Forms of Mortgages Act (colon)

Between (colon) Robert L. Jones (comma) of the city of London (comma)/ in the County of Middlesex (comma) teacher (comma) hereinafter called the Mortgagor (comma) of the first part (comma)/

Nathan R. Smith (comma) of the City of London (comma) in the county of Middlesex (comma) merchant (comma)/ hereinafter called the Mortgagee (comma) of the second part (comma)

And Ruth Elizabeth Jones (comma) the wife of the said Mortgagor/ of the third part (period)

Witnesseth that in consideration of Four Thousand Dollars (please insert the amount in figures, also)/ of lawful money of Canada (comma) now paid by the said Mortgagee to the said Mortgagor the receipt whereof is hereby by him acknowledged/ (please put that last phrase — the receipt whereof is hereby by him acknowledged — in brackets) the said Mortgagor doth grant and mortgage unto the said Mortgagee (comma)/ his heirs (comma) executors (comma) administrators (comma) and assigns for ever (comma)

(Please start a new paragraph and write the first three words in capital letters) All and singular/ that certain parcel or tract of land and premises situate (comma) lying and being bounded and described as follows (colon)/

(Please indent this next section) Beginning at a point in the northerly line of Junction Street seventy-eight feet west of the intersection/ with the westerly line of Elizabeth Street (comma) running thence westerly seventy-eight feet along said northerly line of Junction Street (comma)/ thence northerly two hundred feet (comma) thence easterly and parallel with Junction Street seventy-eight feet (comma)/ thence southerly to the place or point of beginning (period)

[OVER]

The said Mortgagor covenants with the said Mortgagee/ that the Mortgagor will pay the Mortgagee money and interest (period)

That the Mortgagor has a good title in fee simple/ to the said lands (comma) and that he has the right to convey the said lands to the said Mortgagee (period)/

And the said wife of the said Mortgagor hereby bars her dower in the said lands (period)/

Provided this mortgage to be void on payment of Four Thousand Dollars (please insert the amount in figures as well) of lawful money of Canada/ with interest payable semiannually from date at the rate of five (please insert the number five as well) per cent per annum (comma) as follows (colon)/

(Since several of the next sections of this document are omitted, I shall dictate only the last section, which you will type near the bottom of the last page of the mortgage.)

Provided that until default of payment (comma) the Mortgagor shall have quiet possession of the said lands (period)/

In witness whereof (please put "In Witness Whereof" in capitals) the said parties hereto have hereunto set their hands and seals (period)

Signed (comma) sealed and delivered in the presence of/

(Please arrange the last sentence to permit the signature of the parties to the agreement.)/

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GRADE XIII

MATHEMATICS OF INVESTMENT

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. Use logarithms to find, correct to five significant figures, the value of

(*a*) $286.37 \div 0.084253$,

(*b*) $\sqrt{0.39654}$,

(*c*) $\dfrac{1}{1.035^{15}}$.

2. On his fortieth birthday, a man purchases a pension of $1000 per annum, of which the first payment is to be received on his sixty-third birthday. Assuming that the pension will continue for a total of thirteen annual payments and that money is worth $4\frac{1}{2}\%$ per annum, find the purchase price.

3. A machine which cost $4000 has an estimated life of ten years and an estimated turn-in value of $600. The depreciation each year is to be reckoned as a constant percentage of the net book value at the end of the preceding year. Determine

(*a*) the annual rate of depreciation,

(*b*) the net book value of the machine at the end of the second year.

4. At the *beginning* of each *year* for eighteen years, $400 was deposited in an account that earned interest at 4% per annum, compounded *half-yearly*. Find the accumulated amount at the end of the eighteenth year.

5. (*a*) Find the price that should be paid for a Dominion of Canada $1000 bond, bearing half-yearly interest coupons at $3\frac{1}{2}\%$ per annum, and having seventeen years to run, if the purchaser is satisfied to earn 3% per annum, compounded half-yearly.

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(*b*) A bond for \$1000, due April 15, 1961, bearing half-yearly coupons at $3\frac{1}{2}\%$ per annum, was purchased on October 15, 1949, for \$1048.33, to yield the purchaser 3% per annum, compounded half-yearly. Construct an amortization schedule showing the book value of the bond on each coupon date from the date of purchase to October 15, 1950.

6. On July 15, 1949, a man deposited \$500 with his broker and instructed him to buy twenty-five shares of Excelsior Mines at \$51 per share. On August 15 a dividend of \$1 per share was credited to his account. On September 8, 1949, the stock was sold at $\$68\frac{3}{4}$ per share. Brokerage each way was 35 cents per share. Provincial and Dominion taxes (on sales only) were each at the rate of 3 cents per share. At the end of each calendar month and on the closing out of the account the broker added interest on the daily debit balances, at the rate of 5% per annum. This man's account was closed on September 8, 1949. What sum did the broker remit to him?

7. At the *beginning* of each year for eight years a man deposited \$200 in a savings account bearing interest at 3% per annum. He used up the whole account by five equal annual withdrawals, the first withdrawal being made nine years after the date of the first deposit. Find the amount of each withdrawal.

8. The cost of printing a certain pamphlet consists of a charge for typesetting which varies directly as the number of pages per copy, and a charge for paper and printing which varies jointly as the number of pages per copy and the number of copies printed. The cost of 100 copies of a 50-page pamphlet is \$40.00, and the cost of 500 copies of a 60-page pamphlet is \$72.00. Find the cost of 1000 copies of a 70-page pamphlet.

9. (*a*) Using the binomial theorem find, correct to four decimal places, the cube root of 1002.

(*b*) Write and simplify the first four terms in the expansion, in ascending powers of x, of $\dfrac{1}{\sqrt[3]{(8-x)^2}}$.

10. Find (*a*) the number of different selections, (*b*) the number of different arrangements, which can be formed by using four letters from the word *anaconda*.

11. (*a*) Develop a formula for the sum of the squares of the first n natural numbers.

(*b*) Find (i) the nth term, (ii) the sum of n terms, of the series $5 \times 9 + 7 \times 12 + 9 \times 15 + \ldots$.

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GRADE XIII

ENGLISH COMPOSITION

NOTE. *The candidate shall not use in his essay any name which might indicate his examination centre.*

1. Write an essay about two pages in length (300 to 400 words) on *one* of the following topics:

(*a*) Social life in a rural community.
(*b*) A narrow escape.
(*c*) Gardening as a hobby.
(*d*) The use and abuse of the radio in education.
(*e*) An odd character I have known.
(*f*) Popular songs, good and bad.
(*g*) An important decision and its consequences.
(*h*) The art of writing letters.

2. Give the meaning of any *five* of the italicized words as used in the following sentences:

(*a*) The story is *intrinsically* improbable.
(*b*) The teacher *expatiated* upon his favourite topic.
(*c*) I was struck by her *exotic* appearance.
(*d*) A purchaser should not be too *credulous*.
(*e*) He glanced at her *surreptitiously*.
(*f*) His *ostentation* in good works displeased me.
(*g*) The plan was accepted *tentatively*.

3. Write an appreciation of the merits of the following paragraph. Your appreciation should be a connected passage at least half a page in length. (*Do not write a précis.*)

Only those who have known Paris and loved her beauty can understand the thrill that came to us on that morning in September, 1914, when we had expected to hear the roar of great guns around her and to see the beginning of a ghastly destruction. Paris was still safe! By some kind of miracle the enemy had not yet touched her beauty nor tramped into her

[OVER]

streets. How sharp and clear were all the buildings under that cloudless sky! Spears of light flashed from the brazen-winged horses above Alexander's bridge, and the dome of the Invalides was a golden crown above a snow-white palace. The Seine poured in a burnished stream beneath all the bridges, and far away beyond the houses and the island trees and all the pictures of Paris etched by a master hand through long centuries of time the towers of Notre Dame were faintly pencilled in the blue screen of sky. Oh, fair dream-city, in which the highest passions of the spirit have found a dwelling-place, — with the rankest weeds of vice — in which so many human hearts have suffered and strived and starved for beauty's sake, in which always there have lived laughter and agony and tears, where Liberty was cherished as well as murdered, and where Love has redeemed a thousand crimes, I, though an Englishman, found tears in my eyes because on that day of history your beauty was still unspoiled.

Sir Philip Gibbs: *The Soul of the War.*

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GRADE XIII

ENGLISH LITERATURE

NOTE 1. *After the name of the subject on the outside of the envelope the candidate shall insert the name of the play by Shakespeare referred to in his answers to questions 1 and 2.*

NOTE 2. *The candidate will note the options which are allowed in questions 3, 4, 7, and 8.*

1. "Shakespeare's female characters are not presented and developed as fully as are his male characters."

Discuss this statement, in relation to the play by Shakespeare which you have studied, by comparing the character development and the dramatic importance of a leading male character and a leading female character in the drama.

2. With reference to the play by Shakespeare which you have studied, show how the dramatist has provided the audience with relief from serious or emotional scenes. In your answer make definite reference to *one* good example of such relief.

3.

Here rests his head upon the lap of Earth,
A youth to Fortune and to Fame unknown:
Fair Science frown'd not on his humble birth,
And Melancholy mark'd him for her own.

(*a*) Whom is the author describing in these lines?

(*b*) Tell, in your own words, to what characteristics Gray has referred in this passage.

(*c*) Name, or clearly identify, a figure of speech employed by the poet in this passage.

OR

This man so cured regards the curer, then,
As—God forgive me! who but God himself,
Creator and sustainer of the world.

(*a*) Who was "This man so cured"?

(*b*) Who was "the curer"?

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(*c*) Why does the writer of the epistle ask forgiveness?
(*d*) How do you account for his interest in the case?
(*e*) How does Karshish, elsewhere in his letter, explain the disease and the cure?

4. "Wordsworth's purpose in writing poetry was to present in simple emotional form some of the essential truths regarding human life."

Discuss this statement in relation to the poem *Michael.*

OR

"This ode possesses the highest poetic qualities — emotion, imagination, and beauty."

Comment upon this statement as applied to Keats's *Ode to a Nightingale*, referring definitely to the poem in support of your opinion.

5. Choose any *two* of the following poems and for each state (*a*) the main thought, (*b*) *two* distinctive merits:

The Magnificat; *"It is not to be thought of"*; *"The splendour falls"*; *"For all we have and are"*; *For the Fallen.*

6. In about fifteen lines tell the story of the main character as that story is revealed in *one* of the following poems:

The Italian in England (Browning); *The Last Buccaneer* (Kingsley); *The Highwayman* (Noyes).

7. "In a good short story one brief period of life is seized upon, and its true significance is swiftly revealed."

Discuss this statement in relation to EITHER *The Garden-Party* (Mansfield) OR *Markheim* (Stevenson).

OR

Compare MacCarthy's essay *Tears* and Conrad's *Initiation* with respect to the following:

(*a*) the theme or basic idea;
(*b*) the author's use of illustration.

8. (*a*) In about ten lines write a character sketch of *one* of the following characters in the novel *David Copperfield* :

Dora, Steerforth, Mr. Micawber.

(*b*) Tell briefly what finally happened, in the novel, to the person you have described.

OR

All the women fell away, and whispered, . . . for my face was hard as flint. Ruth alone stood by me, and dropped her eyes, and trembled . . . while she whispered gently, "John, she is not your dead one. She may even be your living one yet."

(*a*) Relate, in about ten lines, the dramatic incident in which John Ridd had just played a leading part.

(*b*) Tell briefly the part played by Ruth in John's subsequent life as it is revealed in the novel *Lorna Doone.*

9. WINTER FLOWERS

At the door of my kitchen I feed my flowers:
My pigeons the silvery lilies that sweep
Over the garden the frost has slain,
Wild as beauty, and soft as sleep.

My flowers bloom up over the chimney and stack,
Blue smoke-irises, bodiless things,
Orchids of pearl that I could not reach
Except that my hunger and thirst have wings.

And then, when my flowers of light have gone,
Vanished and gone as a shadow goes,
I kneel by the hearth in a little house,
And warm my heart at a burning rose.

—*Karle Wilson Baker.*

(*a*) Name the three objects which the poet refers to as imaginary "winter flowers".

(*b*) Name a flower to which each object is compared and comment upon the suitability of each comparison.

(*c*) Explain the significance of the following expressions :

(i) bodiless things (l. 6) ;

(ii) my hunger and thirst have wings (l. 8).

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GRADE XIII

HISTORY

NOTE. *Five questions constitute a full paper.*

PART A

NOTE. *Three questions may be attempted from Part A and two from Part B, or two from Part A and three from Part B.*

1. (*a*) Describe the measure of political freedom enjoyed by the Thirteen British Colonies in North America prior to the outbreak of the Seven Years' War in 1756.

(*b*) What circumstances forced Great Britain to adopt a new imperial policy after the close of the Seven Years' War in 1763?

(*c*) Account for the refusal of the new colony of Quebec to join in the revolt of the Thirteen Colonies.

2. (*a*) Describe the form of government of the United States drawn up by the Constitutional Convention of 1787.

(*b*) State the main differences between the system of government in Great Britain and that provided by the American constitution of to-day.

3. (*a*) Give a concise account of the growth of the United States beyond the Mississippi in population and in territory between 1800 and 1850.

(*b*) Discuss the struggle of the West against economic and political domination by eastern moneyed interests during the period 1800-1850.

4. Show how the threat of Big Business to the traditional American concept of democracy was met during the administrations of Theodore Roosevelt and Woodrow Wilson.

[OVER]

PART B

NOTE. *Three questions may be attempted from Part B and two from Part A, or two from Part B and three from Part A.*

5. Show how the movement in Canada towards Confederation was hastened by problems related to Canadian trade, territorial expansion, defence, and political deadlock.

6. Discuss the growth of Canadian nationalism under Sir John A. Macdonald and Sir Wilfrid Laurier.

7. Discuss the following as illustrations of the working of the British democratic system:

(*a*) extension of the franchise in Great Britain after 1914;
(*b*) the Statute of Westminster, 1931;
(*c*) the handling of the abdication crisis, 1936.

8. Show to what extent the Japanese invasions of Manchuria and Northern China and Italy's attack on Ethiopia revealed the weakness of the League of Nations and contributed to the rise of Hitler.

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GRADE XIII

ALGEBRA

NOTE. *A book of mathematical tables and a supply of squared paper may be obtained from the Presiding Officer.*

1. Solve the system of equations

$$5x^2+4xy+8y^2-180=0,$$
$$x-8y+30=0.$$

2. Find the sum of the first 42 terms of an arithmetic progression whose 20th and 50th terms are 7 and 17, respectively.

3. The crushing load for a circular wooden pillar varies directly as the fourth power of its diameter and inversely as the square of its length. Find how the diameter should be changed if the load is to be made 4 times as great and the length is to be doubled.

4. If m and n are the roots of the quadratic equation $x^2-3x-1=0$, find the quadratic equation whose roots are

$$2m+\frac{1}{n},\quad 2n+\frac{1}{m}.$$

5. (*a*) Find the quadratic function $f(x)$ for which $f(0)=3$, $f(1)=-1$, and $f(4)=11$.

(*b*) If $f(x)=\dfrac{5x-7}{3x-4}$ and $g(x)=\dfrac{4x-7}{3x-5}$, find $f[g(x)]$ and $g[f(x)]$.

6. (*a*) Assuming that ${}_nP_r=n(n-1)(n-2)\ldots(n-r+1)$, establish a formula for ${}_nC_r$.

(*b*) Establish a formula for the number of permutations of n things taken all at a time, p being alike and the rest unlike.

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7. A group of persons consists of 20 women and 4 men. Find the number of ways in which a committee of three can be selected from these 24 persons if the committee is to contain at least one man.

8. Show that, of any four unequal positive numbers in geometric progression, the sum of the first and fourth exceeds the sum of the second and third.

9. (*a*) Find in simplified form the first four terms in the binomial expansion of

$$\left(\frac{a^2}{x^2}+\frac{x}{a}\right)^{10}.$$

(*b*) Find the coefficient of x^6 in the expansion, in ascending powers of x, of $\left(\frac{1-x}{1-3x}\right)^2$.

10. It is desired to make twenty-one equal annual contributions to a fund, the first payment to be made now, so that when the last payment is made the accumulated amount will then be $10,000. Find the amount of the annual payment if the fund earns interest at the rate of 3% per annum, compounded annually.

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GRADE XIII

GEOMETRY

NOTE. *Squared paper may be obtained from the Presiding Officer.*

1. (*a*) Develop a formula for the area of a triangle whose vertices are (x_1, y_1), (x_2, y_2), and (x_3, y_3).

(*b*) The area of a quadrilateral is 14 and its vertices, in counter-clockwise order, are $(-2, 3)$, $(-3, -2)$, $(2, -1)$, (x, y). Show that (x, y) lies on the straight line $x+y-2=0$.

2. A straight line through the intersection of $3x-2y+1=0$ and $x+4y-5=0$ is perpendicular to $4x+3y+7=0$. Find

(*a*) the equation of the line,

(*b*) the distance from the line $4x+3y+7=0$ to the point of intersection referred to.

3. Find the equations of the straight lines which go through the origin and trisect the portion of the straight line $3x+y=12$ which is intercepted between the axes of coordinates.

4. Find the equations of the tangents to the circle $x^2+y^2=5$ which pass through the point $(3, 1)$.

5. A circle passes through the points $(-4, 2)$ and $(-3, -1)$ and has its centre on the line $3x-y-1=0$. Find

(*a*) the equation of the circle,

(*b*) the radius of the circle.

6. (*a*) Show that the equation of the tangent at the point (x_1, y_1) on the parabola $y^2=4px$ is $y\,y_1=2p(x+x_1)$.

(*b*) From two fixed points on the axis of a parabola, which are equidistant from the focus, perpendiculars are drawn to a variable tangent. Show that the difference of the squares of these perpendiculars is constant.

[OVER]

7. (*a*) Derive the equation of the ellipse in the form

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1.$$

(*b*) A cross-section of a trough is a semi-ellipse with width at the top 18 inches and depth 12 inches. The trough is filled with water to a depth of 8 inches. Find the width at the surface of the water.

8. Find the equation of the locus of a point which moves so that 3 times its distance from the point $(0, -4)$ is equal to twice its distance from the line $y+9=0$. Simplify the equation and name the locus.

9. (*a*) Given the hyperbola $4x^2-9y^2=36$, find

(i) the coordinates of the foci,
(ii) the coordinates of the vertices,
(iii) the equations of the asymptotes,
(iv) the length of the latus rectum,
(v) the equation of the conjugate hyperbola.

(*b*) Indicate on squared paper the information contained in your answers to (*a*) (i), (ii), (iii), (iv), and sketch the given hyperbola.

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GRADE XIII

TRIGONOMETRY AND STATICS

NOTE. *The candidate should obtain a set of mathematical tables from the Presiding Officer.*

1. (*a*) When the vertex of a positive angle θ is taken as origin and one arm of the angle as the positive x-axis, the other arm passes through the point $(-12, 5)$. Without using tables, find the values of the six trigonometric ratios of the angle θ.

(*b*) By using 5-place tables find the value of

(i) $\tan 143° 34'$,

(ii) $\sin 216° 53'$.

(*c*) Assuming that $\log_{10}5 = 0.70$, express $\frac{1}{5}$ as a power of 10.

2. The top of a cliff is 90 feet above the level of a plain. From the top of the cliff the angles of depression of the top and bottom of a tower standing on the plain are observed to be 30° and 50°, respectively. Find the height of the tower, correct to the nearest foot.

3. (*a*) Establish the formula

$$\cos A = \frac{b^2+c^2-a^2}{2bc}$$

for a triangle ABC in which the angle A is obtuse.

(*b*) Two sides of a parallelogram are 7.0 inches and 8.0 inches and the longer diagonal is 13.0 inches. Find the angles of the parallelogram, each correct to the nearest degree.

4. (*a*) For any triangle ABC, prove that

$$\sin\frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}},$$

where $2s = a+b+c$.

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(*b*) The sides of a triangle are $a = 44.64$, $b = 45.23$, $c = 38.57$. With the aid of logarithms and a formula suitable for logarithms, find the smallest angle, correct to the nearest minute.

5. (*a*) State, without proofs, the formulas for $\sin(A+B)$ and $\cos(A-B)$ in terms of sines and cosines of A and B.

(*b*) If A and B are respectively angles of the second and third quadrants such that $\sin A = \frac{8}{17}$, $\cos B = -\frac{3}{5}$, find, without using tables, the value of $\tan(A+B)$.

6. (*a*) The vertices of a regular n-sided polygon are on a circle of radius R. Show that the area of the polygon is

$$\frac{1}{2}nR^2\sin\frac{2\pi}{n}.$$

(*b*) A circle is circumscribed about a triangle ABC of which $C = 18°$ and $c = 7.0$ inches. Find, to two significant figures, the length of the smaller arc AB. ($\pi = 3.1416$)

7. (*a*) Define moment of a couple about a point.

(*b*) Two forces, F_1 and F_2, are parallel and in the same direction. Prove that the algebraic sum of the moments of F_1 and F_2 about any point is equal to the moment of their resultant about the point.

8. Three forces, $F_1 = 60$ pounds, $F_2 = x$ pounds, $F_3 = y$ pounds, respectively, act at a point and are in equilibrium. The angle between the directions of F_1 and F_2 is 100°, and the angle between the directions of F_2 and F_3 is 143°. Calculate x and y, each to the nearest integer.

9. A heavy uniform beam rests with its lower end on a rough horizontal floor and its upper end against a smooth vertical wall.

(*a*) On a diagram draw vectors which represent the weight of the beam, the reaction of the smooth wall, and the total reaction of the floor.

(*b*) If the beam is on the point of slipping when inclined at an angle θ to the horizontal, show that the coefficient of friction between the beam and the floor is given by $\mu = \frac{1}{2}\cot\theta$.

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GRADE XIII

BOTANY

1. (*a*) Name *four* families of flowering plants and give *two* characteristics of each family.

(*b*) Name a plant belonging to *one* of the families mentioned in your answer to (*a*) and give a detailed description of its flower.

2. (*a*) Describe *four* soil conditions which adversely influence plant development. In each case indicate how growers can favourably modify these conditions.

(*b*) Plant development does not depend wholly on environmental factors. Explain this fact by reference to experiments with hybrid tall peas.

(*c*) A pink snapdragon is crossed with a white one. Describe the appearance of the flowers of the offspring and give their gene constitution. (*The meaning of any symbols used should be indicated.*)

3. (*a*) Make a labelled diagram of a cross-section of a herbaceous dicotyledonous stem, showing the arrangement of the tissues.

(*b*) Describe storage of food in plants under the headings:

(i) seeds;
(ii) roots;
(iii) stems.

4. (*a*) Describe green leaves under the headings:

(i) structure and action of stomata;
(ii) location and function of air spaces;
(iii) exchange of gases at night;
(iv) the evergreen habit.

(*b*) Describe an experiment to demonstrate the production of starch by a green leaf.

[OVER]

5. (*a*) Give the origin of (i) primary roots, (ii) branch roots, (iii) secondary thickening in roots.

(*b*) With the aid of a labelled diagram, show *four* zones in a young root.

(*c*) (i) Name the structures of a healthy plant cell which function in osmosis.

(ii) Describe the function of each part named in your answer to (*c*) (i).

6. (*a*) Describe the lichen under the headings:

(i) structure of *one* type;
(ii) reproduction;
(iii) habit.

(*b*) Confining your answer to thallophytes (*other than lichens*), name plants, *one* for each, which produce the following:

(i) ascospores;
(ii) mycelium;
(iii) zygospores;
(iv) cluster cups.

(*c*) Give the origin and the function of each of the four structures named in (*b*).

7. (*a*) Outline the life history of a fern, indicating the division of the life cycle into diploid and haploid phases.

(*b*) Compare the cones of a pine with the spore-bearing organ of *either* a moss *or* a liverwort.

(*c*) Describe pollination in a pine.

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GRADE XIII

ZOOLOGY

1. (*a*) Make a labelled drawing of a lateral view of *either* a perch *or* a goldfish indicating *ten* important structures with their functions.

(*b*) Compare the blood of a fish as it leaves the heart, with that flowing in the dorsal aorta.

(*c*) (i) Give the name and characteristics of the Phylum to which the amoeba and the paramoecium belong. (ii) Make a labelled drawing of either animal.

2. (*a*) What is the biological significance of *excretion*?

(*b*) Describe the internal structure of the human kidney, and indicate the manner in which this organ functions.

(*c*) State *three* important functions of the liver, and discuss *one* of them.

(*d*) What is the role of insulin in normal metabolism?

3. (*a*) It is not possible to drown a grasshopper by holding only its head under water. Give the morphological basis for this fact by a description of the breathing organs of land-living insects.

(*b*) Name *seven* Orders of insects. Distinguish these Orders on the basis of (i) wing structure, (ii) mouth parts.

(*c*) Explain how the use of a film of oil on water aids in the control of mosquitoes.

4. (*a*) A snake cannot crawl readily over a smooth surface. Explain this in terms of the structures involved and of the snake's method of locomotion.

(*b*) Name and describe the bone or bones in the "drumstick" and in the "wish-bone" of a bird.

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(*c*) (i) State *four* characteristics, other than size, by which insects differ from mammals.

(ii) Describe the pectoral girdle of *either* a cat *or* a rabbit.

5. (*a*) (i) With the aid of a labelled diagram, describe the heart of a frog and trace the course of the blood through it.

(ii) Discuss the distribution of the blood throughout the body after it leaves the heart.

(*b*) The frog is an air-breathing animal, yet it is able to remain under water for long periods. Explain how this is possible.

(*c*) State *six* structural changes that occur in the young frog during its transformation from the tadpole stage to the adult.

6. (*a*) Describe the process of the digestion of proteins in man, naming in your description

(i) the regions in which the process occurs,

(ii) the specific enzymes involved,

(iii) the end-products formed.

(*b*) (i) How do the end-products of protein digestion enter the blood stream?

(ii) To what organ are they first transported?

(iii) By what route do they reach this organ?

(*c*) How are fatty foods absorbed, and through what channels do they enter the blood stream?

(*d*) State the nature and the role of peristalsis.

7. (*a*) Outline the life history of the crayfish.

(*b*) (i) Make a labelled drawing of the ventral surface of an earthworm, indicating at least *six* external structures.

(ii) Describe the earthworm's method of locomotion.

(*c*) Describe a spider according to general form, head parts, and appendages. Why is the spider not classified as an insect?

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GRADE XIII

PHYSICS

1. An object, initially in motion, has a constant acceleration of 20 cm. per sec. per sec. At the end of 10 sec. its velocity is 480 cm. per sec. Calculate its displacement during this time.

2. A 2400-lb. car is travelling at 60 miles per hour on a straight level road. Find the force, in pounds, required to bring it to rest in a distance of 480 ft.

3. A 12-oz. rubber ball moving horizontally at 48 ft. per sec. strikes a 14-lb. block of wood which is suspended by a long cord. The ball, after collision, bounces back horizontally at a speed of 8 ft. per sec. If the block was stationary before the impact, with what initial velocity does it move after the impact?

4. Describe an experiment to measure the acceleration of a body which is known to be moving with uniform acceleration.

5. The combined efficiency of a pump and electric motor is 50%. How many gallons of water per hour will this pump deliver from a lake to a reservoir in which the water level is 64 ft. above that of the lake when the motor is taking 16 kilowatts from the power lines?
(1 horse-power equals 550 foot-pounds per sec. or 746 watts. 1 gal. of water weighs 10 lb.)

6. With the aid of a diagram, describe an experiment to demonstrate the dependence of capacity upon (i) the area of the conductor, (ii) the distance of the conductor from the ground, (iii) the nature of the dielectric.

7. With the aid of a diagram, show how you would connect a diode tube in order to rectify an alternating current. Explain the operation of the circuit.

[OVER]

8. (*a*) Describe, in connection with an experiment with a cord under tension, the formation of standing waves.

(*b*) A cord illustrating standing waves is 12 ft. long and has 6 loops when it is made to vibrate by a tuning fork whose frequency is 128 vibrations per second. Calculate the velocity of the wave on the cord.

9. Describe and explain what is observed when white light from a single-filament lamp is observed through two narrow slits.

10. Make a diagram of the path of the rays through a compound microscope from two points on an object viewed through the microscope. Indicate by arrows the direction of the rays.

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GRADE XIII

CHEMISTRY

1. With the aid of a labelled diagram, describe the commercial method for producing chlorine from brine.

2. (*a*) State the Periodic Law.

(*b*) Chlorine, bromine, and iodine are in Group VII of the periodic classification of the elements.

(i) State *four* similarities in the properties of these elements which justify their being grouped together.

(ii) State *two* respects in which the properties of these elements show a gradation.

(*c*) How does the modern theory of the structure of the atom explain the similarities and gradations in properties?

3. Hydrochloric acid is a stronger electrolyte than acetic acid.

(*a*) What is meant by the term "stronger" in this statement?

(*b*) Describe an experiment to prove the statement.

(*c*) How does the experiment prove the statement?

4. What is observed when water is added to a mixture of aluminium sulphate and sodium bicarbonate (Foam-type fire extinguisher)? What explanation is offered to account for the reaction?

5. (*a*) Calculate the percentage composition of sucrose ($C_{12}H_{22}O_{11}$).

(*b*) Calculate the weight, in grams, of one litre of carbon dioxide at normal temperature and pressure.

(C = 12, H = 1, O = 16)

6. A compound is known to contain only carbon, hydrogen, and oxygen. When burned with an excess of oxygen, 0.555 g. of the compound produced 1.320 g. of carbon dioxide and 0.675 g. of water. Its vapour density, referred to hydrogen, is 74. Calculate the formula of the compound.

[OVER]

7. (*a*) Calculate the normality of a solution containing 9.8 g. of sulphuric acid in 250 c.c. of solution.

(*b*) Calculate the normality of a solution containing 2.8 g. of potassium hydroxide in 250 c.c. of solution.

(*c*) What volume of the solution referred to in (*a*) will be required to neutralize 45 c.c. of the solution referred to in (*b*)?

(H = 1, S = 32, O = 16, K = 39)

8. (*a*) State what is *observed* in each of the following experiments:

(i) sodium hydroxide solution is added slowly and with stirring to zinc sulphate solution until an excess has been added;

(ii) hydrogen sulphide, in excess, is passed into a solution of copper sulphate and the mixture is allowed to stand;

(iii) ferric chloride solution is added to a solution of ammonium thiocyanate;

(iv) potassium iodide solution is added to a solution of lead nitrate;

(v) sulphur dioxide is passed into a solution of potassium permanganate.

(*b*) Write equations representing the reactions in the experiments of 8 (*a*) (i), (ii), (iii), (iv).

9. (*a*) Give names and formulae of examples, *two* for each of the following types of organic compounds: hydrocarbon, alcohol, halide, carbohydrate.

(*b*) What is observed when cane sugar is treated with concentrated sulphuric acid? What is the action of the sulphuric acid in this experiment?

(*c*) How is starch hydrolyzed? What are the products of the hydrolysis? Write the equation representing the reaction.

(*d*) How may the presence of starch be detected?

(*e*) (i) What elements are present in fats?

(ii) What type of chemical compound constitutes a fat?

10. (*a*) Give the meaning of each of the following terms as used in metallurgy:

flotation, roasting, reduction, flux, slag.

(*b*) State tests, *one* for each, for the detection of the following ions in solution:

ferrous, silver, sulphate, carbonate.

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GRADE XIII

LATIN AUTHORS, GRAMMAR, AND SIGHT TRANSLATION

A

1. Translate into English:

(*a*) Catilina ubi eos, quos paulo ante memoravi, convenisse videt, tametsi cum singulis multa saepe egerat, tamen in rem fore credens universos appellare et cohortari, in abditam partem aedium secedit; atque ibi, omnibus arbitris procul amotis, orationem huiusce modi habuit. "Ni virtus fidesque vestra spectata mihi forent, nequiquam opportuna res cecidisset; spes magna, dominatio in manibus frustra fuissent; neque ego per ignaviam aut vana ingenia incerta pro certis captarem."

(*b*) Quo usque tandem abutere, Catilina, patientia nostra? Quam diu etiam furor iste tuus nos eludet? Quem ad finem sese effrenata iactabit audacia? Nihilne te nocturnum praesidium Palati, nihil urbis vigiliae, nihil timor populi, nihil concursus bonorum omnium, nihil hic munitissimus habendi senatus locus, nihil horum ora vultusque moverunt? Patere tua consilia non sentis, constrictam iam horum omnium scientia teneri coniurationem tuam non vides?

(*c*) Decernatur tamen, si placet: sive enim hoc statueritis, dederitis mihi comitem ad contionem populo carum atque iucundum, sive Silani sententiam sequi malueritis, facile me atque vos crudelitatis vituperatione purgabo, atque obtinebo eam multo leniorem fuisse. Quamquam, patres conscripti, quae potest esse in tanti sceleris immanitate punienda crudelitas? Ego enim de meo sensu iudico. Nam ita mihi salva re publica vobiscum perfrui liceat, ut ego, quod in hac causa vehementior sum, non atrocitate animi moveor—quis enim est me mitior?—sed singulari quadam humanitate et misericordia.

2. State and account for the case of *arbitris* (l. 4), *modi* (l. 5), *patientia* (l. 9), *me* (l. 26).

[OVER]

3. State and account for the mood of *cecidisset* (ll. 6, 7), *Patere* (l. 14), *statueritis* (l. 17), *liceat* (l. 24).

4. (*a*) By whom and where was the speech in 1 (*b*) delivered?
(*b*) What was the *Silani sententiam* (l. 19)? How was the Senate's decision finally carried out?

B

5. Translate into English:

(*a*) Quintia formosa est multis, mihi candida, longa,
recta est: haec ego sic singula confiteor.
totum illud "formosa" nego: nam nulla venustas,
nulla in tam magno est corpore mica salis.
5 Lesbia formosa est, quae cum pulcherrima tota est,
tum omnibus una omnes surripuit Veneres.

(*b*) Quid dedicatum poscit Apollinem
vates? quid orat de patera novum
fundens liquorem? non opimae
10 Sardiniae segetes feraces,
non aestuosae grata Calabriae
armenta, non aurum aut ebur Indicum,
non rura quae Liris quieta
mordet aqua taciturnus amnis.

(*c*) 15 Talibus orabat dictis arasque tenebat,
cum sic orsa loqui vates: "sate sanguine divum,
Tros Anchisiade, facilis descensus Averno:
noctes atque dies patet atri ianua Ditis;
sed revocare gradum superasque evadere ad auras,
20 hoc opus, hic labor est.

(*d*) His demum exactis, perfecto munere divae,
devenere locos laetos et amoena virecta
fortunatorum nemorum sedesque beatas.
largior hic campos aether et lumine vestit
25 purpureo, solemque suum, sua sidera norunt.

6. Who was the *vates* (l. 16)? Describe briefly her role in the poem.

7. Name the author and, in three or four lines, summarize the content of the poem from which each of the following passages is taken. (*Do not translate.*)

(*a*) tu lene tormentum ingenio admoves
plerumque duro.

(*b*) omitte mirari beatae
fumum et opes strepitumque Romae.

(*c*) non omnis moriar, multaque pars mei
vitabit Libitinam.

8. Write out *Lesbia . . . Veneres* (ll. 5, 6), and *non aestuosae . . . amnis* (ll. 11-14). Mark the scansion. Name the metres.

C

9. Translate into English:

(*Caesar's lieutenant, Galba, attempts to establish winter quarters.*)

Cum in Italiam proficisceretur Caesar, S. Galbam cum legione XII et parte equitatus in Nantuates, Veragros, Sedunosque misit. Causa mittendi fuit quod iter per Alpes habere volebat. Huic permisit, si oportere arbitraretur, ut in his locis legionem hiemandi causa collocaret. Galba, missis ad eum undique legatis obsidibusque datis et pace facta, constituit cohortes duas in Nantuatibus collocare et ipse cum reliquis eius legionis cohortibus in oppido Veragrorum, quod appellatur Octodurus, hiemare. Cum hoc in duas partes flumine divideretur, alteram partem Gallis ad hiemandum concessit, alteram vacuam ab illis relictam cohortibus tradidit. Eum locum vallo fossaque munivit.

Cum dies complures transiissent, frumentumque comportari iussisset, subito per exploratores certior factus est ex ea parte oppidi quam Gallis concesserat, omnes noctu discessisse. Accidit ut subito Galli belli renovandi legionisque opprimendae consilium caperent, quod legionem, detractis cohortibus duabus, propter paucitatem despiciebant.

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GRADE XIII

LATIN COMPOSITION AND CAESAR

1. Translate into English:

At ei qui Alesiae obsidebantur, praeterita die qua auxilia suorum exspectaverant, consumpto omni frumento, inscii quid in Haeduis gereretur, concilio coacto de exitu suarum fortunarum consultabant. Ac variis dictis sententiis, quarum pars deditionem, pars, dum vires suppeterent, eruptionem censebat, non praetereunda oratio Critognati videtur propter eius singularem et nefariam crudelitatem.

Hic summo in Arvernis ortus loco et magnae habitus auctoritatis, "Nihil," inquit, "de eorum sententia dicturus sum qui turpissimam servitutem deditionis nomine appellant, neque hos habendos civium loco neque ad concilium adhibendos censeo. Cum his mihi res est qui eruptionem probant; quorum in consilio omnium vestrum consensu pristinae residere virtutis memoria videtur. Animi est ista mollitia, non virtus, paulisper inopiam ferre non posse. Qui se ultro morti offerant facilius reperiuntur quam qui dolorem patienter ferant."

(*a*) State and account for the case of *Alesiae* (l. 1), *consensu* (l. 13), *virtutis* (l. 14).

(*b*) State and account for the mood of *suppeterent* (l. 5), *ferant* (l. 17).

(*c*) Identify, and give the principal parts of *praetereunda* (l. 6), *ortus* (l. 8), *offerant* (l. 16).

(*d*) What further advice did Critognatus give in the course of his speech?

2. Translate into Latin:

(*a*) Do not ask me where I found the book.
(*b*) Were you ordered not to follow them home?
(*c*) We must believe that all of you will be loyal.
(*d*) He was intending to send away the soldiers who had tried to flee. (*Do not use a relative clause.*)
(*e*) I am afraid that they will be given no opportunity of returning.

[OVER]

3. Translate into Latin:

(*a*) If they reach the camp, which is ten miles distant, they will leave there several cohorts to defend it.

(*b*) Would that he had never seen those two young men! They persuaded him to be much too bold.

(*c*) The ships crossed the sea so quickly that we were unable to warn the citizens of their arrival, although we sent a messenger at dawn.

(*d*) They were allowed to choose another leader within three days, in order that they might advance more quickly against the town.

(*e*) He promised to tell both friends what news he had received.

4. Translate into Latin:

The Aedui, when they heard that Caesar was spending the winter in Italy, decided to revolt at once. They feared they could not prevent him from conquering the whole of their country if they did not use this opportunity. Envoys were sent in all directions to seek assistance, and to urge the tribes to consider not only their own interests but also the freedom of all the Gauls. Since, however, they lacked a leader worthy of the highest authority, they chose as commander-in-chief a prince of the Arverni, Vercingetorix, a man of great courage, skilled in warfare, and of such reputation among his own people that all gladly obeyed him. Under his leadership, the Gauls drove the Roman garrisons out of several towns with great loss, and pursued them as they withdrew to the borders of the province. Encouraged by these victories, Vercingetorix told his officers that the Romans would not dare to remain much longer in the other towns; they were to place guards on all the roads, and, as the Romans attempted to escape hampered with baggage, they were to surround them.

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GRADE XIII

FRENCH AUTHORS—COMPREHENSION

I. (*a*) Écrivez *cinq* mots de la liste suivante qui contiennent le son *eu* comme dans *peur*:

feu, meuble, Bordeaux, ceux, aïeul, meunier, neveux, heure, gueule, guet, guerre, accueillir, meilleur.

(*b*) Écrivez *cinq* mots de la liste suivante qui, prononcés sans contexte, contiennent des consonnes muettes:

froid, amer, œuf, gentil, banc, sec, vil, pourtant, prompt, six, pied.

II. (*Colomba*) Répondez en français sans essayer de faire une phrase complète. Il n'est pas nécessaire de répéter les mots de la question. Deux ou trois mots suffisent pour répondre à la plupart des questions. N'employez jamais plus de dix mots, sous peine de perdre des notes.

1. Je ne donne le *rimbecco* à personne.
   (i) Qui parle? (ii) Que veut dire *donner le rimbecco*?
2. Vous a-t-il dit dans quelle intention il revient en Corse?
   (i) Qui pose cette question? (ii) A qui? (iii) Au sujet de qui?
3. Tenez, dit Colomba, c'est ainsi, en remontant le coup.
   (i) A qui parle-t-elle? (ii) Que tient-elle à la main?
4. Sept ou huit hommes armés de fusils . . . . . Quelques-uns semblaient faire le guet.
   (i) Quels étaient ces hommes? (ii) Que veut dire *faire le guet*?
5. Vous n'êtes pas à votre place de bataille, trois jours d'arrêts.
   (i) Qui dit cela? (ii) A qui?
6. L'homme qui me fera quitter mes habits de deuil fera prendre le deuil aux femmes de là-bas.
   (i) Qui parle? (ii) De quelles femmes s'agit-il? (iii) Que veut dire *prendre le deuil*?

[TOURNEZ]

7. Orso monta dans sa chambre. Colomba l'y suivit, portant une petite cassette.

(i) Qu'est-ce que la cassette contenait? (ii) A quoi voulait-elle inciter son frère?

8. Un vieillard voûté, au teint bilieux . . . lunettes vertes . . . habit noir trop large.

(i) Comment s'appelle cet homme? (ii) Que veut dire *voûté*? (iii) A quoi servent les lunettes?

9. J'attendrai que votre raison vous ait éclairé, et j'espère qu'elle sera plus puissante que les . . . suppositions de votre sœur.

(i) Qui parle? (ii) Quelles étaient ces suppositions?

10. Le cheval fit un bond terrible et s'enfuit en faisant entendre un cri aigu.

(i) Qui lui avait fait pousser ce cri? (ii) Comment?

11. Une balle frappa Orso à la poitrine.

(i) Qui avait tiré le coup? (ii) Qu'est-ce qui l'empêcha de le blesser?

12. Le jour était déjà fort avancé lorsqu'une triste procession entra dans le village.

(i) Qu'est-ce qu'on portait? (ii) Quels officiers de l'autorité civile accompagnaient le cortège?

13. Votre amie est déjà prise, et vous irez avec elle en prison.

(i) Qui parle? (ii) Où se sont réunies les deux jeunes filles?

III. Lisez avec soin les passages et les questions qui suivent, puis répondez en français à celles-ci. Écrivez une phrase complète pour chaque réponse, excepté pour (*a*) 10 et (*b*) 10. Dix mots ou moins suffisent pour répondre à la plupart des questions. Si vous écrivez plus de quinze mots ou si vous introduisez des choses qui ne portent pas sur la question, vous perdrez des notes. Il n'est pas nécessaire de répéter les mots de la question.

(*a*) En 1812, il demandait à être nommé maire de sa commune et avait tout espoir de le devenir, lorsque le général *** écrivit au préfet pour lui recommander un parent de la femme de Ghilfuccio. Le préfet s'empressa de se conformer aux désirs du général, et Barricini ne douta point qu'il ne dût sa déconvenue aux intrigues de Ghilfuccio. Après la chute de l'empereur, en 1814, le protégé du général fut dénoncé comme bonapartiste, et remplacé par Barricini. A son tour, ce dernier fut destitué dans les Cent Jours; mais, après cette tempête, il reprit en grande pompe possession du cachet de la mairie et des registres de l'état civil.

De ce moment son étoile devint plus brillante que jamais. Le colonel della Rebbia, mis en demi-solde et retiré à Pietranera, eut à soutenir contre lui une guerre sourde de chicanes sans cesse renouvelées: tantôt il était assigné en réparation de dommages commis par son cheval dans les clôtures de M. le maire; tantôt celui-ci, sous prétexte de restaurer le pavé de l'église, faisait enlever une dalle brisée qui portait les armes des della Rebbia, et qui couvrait le tombeau d'un membre de cette famille. Si les chèvres mangeaient les jeunes plants du colonel, les propriétaires de ces animaux trouvaient protection auprès du maire; successivement, l'épicier qui tenait le bureau de poste de Pietranera, et le garde champêtre, vieux soldat mutilé, tous les deux clients des della Rebbia, furent destitués et remplacés par des créatures des Barricini.

1. En 1812, qui étaient les deux candidats à la mairie, et lequel des deux fut nommé?
2. Que faisait l'épicier en sa qualité de fonctionnaire civil?
3. A quoi Barricini attribua-t-il le fait qu'un autre gagna le poste qu'il demandait en 1812?
4. De quels documents le maire était-il gardien?
5. Mentionnez un détail de la guerre de chicanes.
6. Qui avait le droit de nommer le maire d'une commune?
7. Par suite de quel événement Barricini devint-il maire pour la première fois?
8. Quelle raison fut alléguée pour l'insulte faite à un ancêtre du colonel?
9. Quels employés civils furent chassés par le maire, et pourquoi?
10. Expliquez par des synonymes ou des phrases: *s'empressa* (l. 4), *dalle* (l. 18), *plants* (l. 21), *épicier* (l. 23), *mutilé* (l. 24).

(*b*) Depuis deux ans, maître Cornélius vivait donc seul avec sa vieille sœur, qui passait pour sorcière. Un tailleur du voisinage prétendait l'avoir souvent vue, pendant la nuit, attendant sur les toits l'heure d'aller au sabbat. Ce fait semblait d'autant plus extraordinaire, que le vieil avare enfermait sa sœur dans une chambre dont les fenêtres étaient garnies de barreaux de fer.

En vieillissant, Cornélius, toujours volé, craignant toujours d'être dupé par les hommes, les avait tous pris en haine, excepté le roi, qu'il estimait beaucoup. Il était tombé dans

[TOURNEZ]

une excessive misanthropie; mais, comme chez la plupart des avares, sa passion pour l'or croissait d'intensité par l'âge. Sa sœur elle-même excitait ses soupçons, quoiqu'elle fût peut-être plus avare et plus économe que son frère, qu'elle surpas-
15 sait en inventions de ladrerie. Aussi leur existence avait-elle quelque chose de problématique et de mystérieux. La vieille femme prenait si rarement du pain chez le boulanger, elle apparaissait si peu au marché, que les observateurs les moins crédules avaient fini par attribuer à ces deux êtres bizarres
20 la connaissance de quelque secret de vie. Ceux qui se mêlaient d'alchimie disaient que maître Cornélius savait faire de l'or. Les savants prétendaient qu'il avait trouvé la panacée universelle. Cornélius était, pour beaucoup de campagnards auxquels les gens de la ville en parlaient, un être chimérique, et
25 plusieurs d'entre eux venaient voir la façade de son hôtel par curiosité.

1. "Un tailleur prétendait l'avoir souvent vue" (ll. 2, 3). Qu'y a-t-il dans cette phrase qui montre que le pronom *l'* se rapporte à la vieille plutôt qu'à son frère?

2. Pourquoi maître Cornélius était-il devenu misanthrope? Commencez votre réponse par *C'était parce que...*

3. En quoi maître Cornélius ressemblait-il à la plupart des avares?

4. Quelle était la seule personne à qui le vieux n'en voulait pas?

5. Comment les paysans montraient-ils l'intérêt qu'ils portaient à maître Cornélius?

6. Quelles étaient les *deux* découvertes que l'on attribuait à maître Cornélius? Commencez par *On disait...*

7. Trouvez dans le texte la phrase qui explique pourquoi le vieux enfermait sa sœur dans la chambre aux fenêtres barrées.

8. Qu'est-ce qui faisait croire aux voisins que ces vieilles gens soutenaient leur vie d'une façon mystérieuse?

9. Quel défaut de caractère semblait plus fort chez la vieille que chez son frère? Commencez par *Elle était...*

10. Expliquez par des synonymes ou des phrases : *tailleur* (l. 2), *dupé* (l. 9), *croissait* (l. 12), *crédules* (l. 19), *bizarres* (l. 19).

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GRADE XIII

FRENCH COMPOSITION

NOTE. All answers are to be written in French, all numbers in the sentences in words. No name shall be used which might indicate the examination centre.

A

Répondez en français par des phrases complètes aux questions suivantes, donnant brièvement l'information nécessaire:

1. Quelle est la date de cet examen ?
2. A quel sport vous intéressez-vous le plus ?
3. Indiquez *deux* façons de traverser l'Atlantique.
4. Nommez *deux* choses nécessaires pour faire une omelette.
5. Quand vous voulez lire un livre chez vous, à quelle pièce de la maison allez-vous ? Expliquez votre choix.
6. Indiquez *deux* moyens de devenir riche.
7. Quand vous voulez des timbres-poste, où les achetez-vous?
8. A quoi sert le téléphone ?

B

Écrivez les formes suivantes :

1. le passé défini, première personne du pluriel, de
   pouvoir, connaître, écrire, voir, venir ;
2. le présent de l'indicatif, troisième personne du pluriel, de
   pouvoir, espérer, venir, appeler, sentir ;
3. le participe présent de
   paraître, partir, savoir, faire, avoir.

C

Écrivez les phrases suivantes en mettant des pronoms convenables à la place des mots en italique. Faites tous les autres changements nécessaires.

1. *Le petit garçon* a demandé *des bonbons à sa mère.*
2. J'ai reçu *les lettres* que *mon amie* m'a écrites.

[TOURNEZ]

3. Regardez *cette dame* qui vient de frapper *à la porte.*
4. *Mon auto* a coûté plus cher que *votre auto.*
5. Je cherche *le mot-croisé dans le journal* pour faire plaisir *à ma sœur.*
6. Lui et vous devriez vous excuser d'avoir laissé *mon manteau* chez *vos amis.*
7. *Mon camarade* a présenté *l'officier à la jeune fille.*
8. Demandez *au professeur* l'explication *de cette phrase.*
9. Il a invité plusieurs *personnes* à voir *le film.*

D

Dans une composition de 120 mots environ (au maximum 140 mots) faites la description de la maison que vous allez acheter, donnant des détails des pièces, du voisinage, du jardin.

(*The composition should be written on every other line.*)

E

Traduisez en français:

1. I wonder what he will do if everybody refuses to help him. He hasn't the time to do it himself.

2. There were about fifty competitors for the first prize. Of course each one expected to win it.

3. I wanted him to come early so that I could show him my collection of rare books and fine editions.

4. Really I don't understand why you are complaining. You ought to be the happiest person in the world.

5. The first time my father told me that joke I found it very funny, but after hearing it more often I don't laugh at all.

6. If you had taken advantage of my advice, you would have made fewer mistakes. Here is the solution of the problem.

7. Two days ago, while I was listening to the radio, my brother came in with a friend of his.

8. After going out we remembered that the windows were open. It may rain before evening, you know.

9. We have been living in Paris for several years but I do not believe we speak French better than they.

F

Traduisez en français:

Colonel Nevil and his daughter were ready to leave Italy after a rather boring journey. What they had seen there had displeased them, no doubt because there were always too many tourists looking at the same thing. It would be pleasanter in Corsica and certainly less dangerous, in spite of the stories related by their guest. In any case, the father and daughter set out for the unknown island, the one hoping to hunt all kinds of game, the other to enjoy the mysterious and picturesque landscape.

Fortunately, Colomba liked Lydia at once, because of her beauty and charm. She soon guessed that Lydia and Orso were very fond of each other and later she advised her brother to marry the English girl. The young Corsican girl had as much courage as her brother and, in addition, she was stronger in character than he. Although she adored Orso and did not wish to sacrifice him, she did not hesitate to ask him to defend the honour of the family.

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GRADE XIII

LITTERATURE FRANCAISE

1. Donnez de mémoire *deux* des passages suivants :

(*a*) *Le cygne,* par Sully Prudhomme, les douze vers commençant à "Il dresse son beau col . . .";

(*b*) *Athalie,* Acte II, Sc. 5, les douze vers commençant à "C'était pendant l'horreur . . .";

(*c*) *Le lac,* par Lamartine, les douze vers commençant à "O lac ! l'année . . .".

2. Exprimez en vos propres mots le sujet de *deux* des morceaux suivants :

(i) Villon : *La ballade des pendus* ;
(ii) Gautier : *Une rosse* ;
(iii) Maeterlinck : *Fleurs démodées.*

3. Répondez à la partie (*a*) OU (*b*):

(*a*) J'aime le son du cor, le soir, au fond des bois,
. . . . . .
Dieu ! que le son du cor est triste au fond des bois !

(i) Montrez comment, dans son poème *Le cor,* Alfred de Vigny justifie chacun de ces deux jugements.

(ii) Rappelez deux comparaisons que l'auteur emploie dans ce poème.

(*b*) L'oiseau, dans *le lac sombre* où sous lui se reflète
La splendeur d'une *nuit lactée et violette,*
Comme un *vase d'argent parmi des diamants,*
Dort, la tête sous l'aile, *entre deux firmaments.*

(i) Expliquez les parties en italiques.
(ii) Appréciez la versification de ces quatre vers.

[TOURNEZ]

4. Commentez le passage suivant aux points de vue du *fond* et de la *forme* :

Fortis esto !

Puisque Dieu, dans ce monde a voulu que je vive,
Mon âme, garde intact le céleste flambeau ;
Et, n'ayant jamais soif que du bien et du beau,
Va te désaltérer à ces sources d'eau vive.

Rends-toi maître du corps à qui le Ciel te rive ;
Car il doit te quitter — mais lambeau par lambeau —
Et se désagréger dans la nuit du tombeau
Que blanchit le matin de l'éternelle rive.

— Lors, ayant, ici-bas, accompli ton destin,
Regrettant peu la vie et son maigre festin,
Mon âme, puisses-tu partir sans agonie

Et quitter pour jamais ton obscure prison,
A cette heure d'extase et de paix infinie
Où le grand soleil d'or s'abîme à l'horizon.

5. L'un des pires malheurs qui puissent arriver à une littérature, c'est assurément de douter d'elle-même et de compromettre à la fois sa vitalité et sa survivance.

(*a*) Montrez que ce jugement de M. Séraphin Marion s'applique bien aux lettres canadiennes d'autrefois et même à celles du XIXe siècle.

(*b*) Exposez *trois* causes qui retardèrent le progrès de la littérature au Canada français.

6. *Athalie*, c'est Racine tout entier. Il revivra éternellement dans cette œuvre qui place son auteur, non seulement au rang des poètes, mais au rang des prophètes bibliques.

Commentez, en une quinzaine de lignes, ce jugement de Lamartine.

7. Vous voyez, je suis reine, et *n'ai point d'héritier*,
Laissez là *cet habit*, quittez *ce vil métier* ;
Je veux vous faire part de toutes mes richesses ;
Essayez dès ce jour *l'effet de mes promesses.*

(*a*) Expliquez les parties en italiques.
(*b*) Montrez la duplicité qui se cache sous ces paroles.

8. Il n'y a aucune part de chance dans la carrière de Guynemer : tout y est volonté, poursuite, effort, acharnement.

Commentez ce jugement de Bordeaux en rappelant *trois* incidents de la vie de Georges Guynemer.

OU

Comparez l'idéal que Michel de Meximieu et son père se font de la vie.

Department of Education, Ontario

August Examinations, 1950

GRADE XIII

COMPOSITION FRANCAISE

N. B. *Le candidat ne doit inclure dans sa copie rien qui puisse indiquer l'endroit où il subit son examen.*

1. Employez dans une phrase chacun des mots suivants pour en indiquer la signification exacte: *puéril, irruption, sablier, veston, grever, corsage, rabâcher, quinte, lambourde, tatouer.*

2. Appréciez la composition du paragraphe suivant:

Le progrès de l'art se mesure en partie à l'intérêt sympathique qu'il porte aux côtés misérables de la vie, à tous les êtres infirmes, aux petitesses et aux difformités. C'est une extension de la sociabilité esthétique. Sous ce rapport, l'art suit nécessairement le développement de la science, pour laquelle il n'y a rien de petit, de négligeable, et qui étend sur toute la nature l'immense nivellement de ses lois. Les premiers poèmes et les premiers romans ont conté les aventures des dieux et des rois; dans ce temps-là, le héros marquant de tout drame devait nécessairement avoir la tête de plus que les autres hommes. Aujourd'hui, nous comprenons qu'il y a une autre manière d'être grand: c'est d'être profondément quelqu'un, n'importe qui, l'être le plus humble. C'est donc surtout pour des raisons morales et sociales que doit s'expliquer — et aussi se régler — l'introduction du laid dans l'œuvre d'art réaliste. C'est dans le domaine de la littérature que cette introduction se supporte le mieux. Supposez qu'un art fût assez puissant pour éveiller des sensations olfactives; il serait contraint à en éveiller d'exclusivement agréables; ainsi en est-il, à un moindre degré, pour les arts qui provoquent des sensations visuelles intenses; ils peuvent même réveiller par association une foule de sensations olfactives, tactiles, etc.; aussi ces arts sont-ils forcés d'être beaucoup plus réservés dans leurs représentations. Il y a des choses qui *choquent* l'œil, suivant l'expression vulgaire; elles le choquent dans la peinture, encore plus que dans la réalité, tandis que, vues sous un certain angle, elles peuvent ne pas le choquer dans la littérature.

[TOURNEZ]

3. Écrivez une composition d'une page et demie à deux pages (environ 300 mots) sur l'*un* des sujets suivants :

(*a*) Mon jeune frère cherche sa coiffure.
(*b*) Si nous étions à jamais privés d'électricité.
(*c*) Je fais le ménage de ma chambre.
(*d*) Que réserve au Canada la seconde moitié du XXe siècle ?
(*e*) Mon mets favori.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST CLASS — INTERIM

SCIENCE AND AGRICULTURE

1. (*a*) State *three* aims of teaching science in elementary schools.

(*b*) Describe *three* ways of encouraging children to study things in their natural environment.

(*c*) Show how each of the aims given in your answer to (*a*) could be realized in dealing with any *one* of the following topics:

(i) caring for house plants (Grade II);
(ii) studying the nesting habits of birds (Grade V);
(iii) study of the codling moth (Grade VI).

2. (*a*) State *two* topics which might be suitably handled in a Grade I class by each of the following:

(i) class excursion,
(ii) assigned observation,
(iii) incidental teaching.

(*b*) Indicate with specific examples how a teacher might effectively use each of the following to assist in Grade II science:

(i) flower pots,
(ii) nature charts,
(iii) aquaria,
(iv) pets,
(v) a snow storm.

3. The following topics appear on the science course for Grade IV and again for Grades VII or VIII:

(*a*) recognition of weeds,
(*b*) recognition of flowering plants,
(*c*) care of a lawn.

Select *one* of the above topics and show how the treatment would differ in Grades VII and VIII from Grade IV, under the headings of (i) subject matter, (ii) method.

[OVER]

4. "All Canadians should work towards the conservation and rebuilding of our soils and forests."

(*a*) Outline a method for a lesson on *one* of the following topics dealing with the conservation of natural resources:

(i) the farm woodlot (Grade VII);
(ii) contour ploughing (Grade VIII);
(iii) reforestation (Grade VII);
(iv) value of legumes as farm crops (Grade VIII).

(*b*) Give the information that the pupils should have when the study of the topic chosen in (*a*) has been completed.

5. (*a*) Suggest ways, *one* for each, in which a teacher may deal with the following situations in carrying out a programme of school ground improvement at a rural school:

(i) an apparent lack of enthusiasm on the part of pupils and their parents;
(ii) no source of advice in the community regarding the proper way to plan the planting of trees, shrubs, and flowers.

(*b*) State *four* ways in which preparation may be made in the autumn to ensure a successful start in this programme in the spring.

(*c*) Name *three* perennial flowers suitable for planting

(i) in the shade;
(ii) for autumn bloom at the back of a border;
(iii) for midsummer bloom at the front of a border.

6. Outline experimental methods, *one* for each, of teaching any *two* of the following topics:

(*a*) discovery of the necessary conditions for seed germination (Grade VII);

(*b*) germination tests of grain, vegetable, and flower seeds (Grade VII);

(*c*) separation of soil constituents (Grade VIII);

(*d*) value of commercial fertilizers (Grade VIII).

7. (*a*) State the problem of a lesson on the simple mercury barometer.

(*b*) Draw and label the parts of the simple mercury barometer as it would be set up at the end of your lesson and indicate clearly the part that would be measured by the pupils in reading the barometer.

(*c*) State *two* important practical applications of the barometer.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST CLASS — INTERIM

CRAFTS AND HOME ECONOMICS

NOTE. *Candidates will write their answers to sections A and B in separate books.*

A

1. (*a*) Sketch a three-view drawing, with dimensions, of an article to be made from wood by a Grade VII class.

(*b*) Tell how you would divide the making of this article into lessons, with each lesson contributing to the completion of the job.

(*c*) Name the tools and materials the class would require for carrying out this project.

2. (*a*) Using sketches to illustrate your answer, describe how you would use paper cutting to aid in teaching a Grade I class *one* of the following topics in social studies: postman, milkman, grocer, traffic-officer, fireman.

(*b*) Describe how a sandtable display might be developed with a Grade I class to teach the topic chosen in your answer to (*a*).

3. (*a*) State *three* reasons for correlating instruction in crafts with the work of other subjects of the elementary school programme.

(*b*) By means of specific examples, *one* for each subject, show how crafts may be correlated with any *three* of the following:

(i) mathematics;
(ii) physical training;
(iii) health;
(iv) music.

4. Outline your method of conducting a first lesson designed to introduce a Grade VI class to *one* of the following activities:

(*a*) book repairing;
(*b*) printing from a potato block;
(*c*) modelling, using asbestos powder *or* salt and flour.

[OVER]

5. (*a*) Suggest *four* reasons for the importance assigned to milk in a healthful diet.

(*b*) State *five* ways, other than as a beverage, in which milk may be used in the diet.

(*c*) Give reasons, *one* for each, for including any *five* of the following foods in the daily diet of school children: oranges, whole grain cereal, eggs, meat, one raw vegetable, tomato juice, fish.

6. (*a*) Outline a noon-hour programme which could be organized in a rural school to provide a hot food supplement to the lunch which the pupils bring from home.

(*b*) Describe the method of preparing one soup to be made at school as such a supplement.

(*c*) State *five* ways in which habits of cleanliness may be emphasized at school during the noon-hour lunch period.

7. (*a*) Name *two* handicrafts which do not require expensive equipment, but which are both useful and interesting to pupils in Grades VII and VIII.

(*b*) Name *two* suitable projects based on each of the crafts mentioned in your answer to (*a*) which are within the ability of pupils in Grades VII and VIII.

(*c*) Outline the procedure which would be required to introduce and carry to completion *one* of the projects mentioned in your answer to (*b*).

8. (*a*) Suggest topics for *three* consecutive lessons in senior grades of the elementary school which would help the pupils become more useful home members.

(*b*) Outline *one* of the lessons mentioned in your answer to (*a*).

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST CLASS — INTERIM

SPEECH, READING, AND LITERATURE

1. State the causes of, and the remedies which might be used to correct, *each* of the following difficulties or errors in speech:

(*a*) the pronunciation of *lake* as *wake*, and of *little* as *witto* by a Grade I pupil;

(*b*) the pronunciation of *February* as *Febuary*, and of *chimney* as *chimbley* by a Grade IV pupil;

(*c*) a nasal tone both in conversation and in oral reading by a Grade VI pupil;

(*d*) stuttering by a Grade VIII pupil when asked to speak or read in class.

2. (*a*) Describe the primary reading techniques or practices you would employ to prevent or remedy each of the following:

(i) vocalization during silent reading;
(ii) saying words one at a time during oral reading;
(iii) pointing with one finger while reading from a book in Grade II.

(*b*) Describe how you would detect whether or not

(i) a child is saying words without understanding what he reads;
(ii) a child has memorized what he seems to be reading.

(*c*) A primary pupil recites passages in the school reader from memory, but does not recognize the words he seems to read. Suggest remedial treatment for this practice.

3. (*a*) Discuss the place of phonics as an aid in reading.

(*b*) (i) Describe the general steps of a lesson on the phonogram *ick*.

(ii) Outline *two* kinds of seatwork exercises which might follow this lesson.

4.

All the islands have run away
From the land which is their mother;
Out where the lighthouse guards the bay
They race with one another.

[OVER]

Rocky or wooded, humped or small,
  Edged whitely round with spray,
What should we do if the islands all
  Ran back to the land some day?

How would the ships know how to steer?
  Where would the sea gulls fly?
How flat the sea would look, and queer,
  How lonely under the sky!

—*Rachel Field.*

(*a*) What qualities in this poem make it appealing to little children?

(*b*) Describe your method of teaching this poem to children at the Grade III level.

5. (*a*) How may a teacher solve the problem of examining a pupil on his supplementary reading without creating a distaste for it?

(*b*) Suggest methods by which pupils may be encouraged to become enthusiastic and discerning readers of many kinds of books.

(*c*) Discuss some of the factors which should influence the teacher in his selection of books for the school library.

6. The Scarecrow

All winter through I bow my head
  Beneath the driving rain;
The North Wind powders me with snow,
  And blows me black again;
At midnight under a maze of stars
  I flame with glittering rime,
And stand, above the stubble, stiff
  As mail at morning-prime.
But when that child called Spring, and all
  His host of children, come,
Scattering their buds and dew upon
  These acres of my home,
Some rapture in my rags awakes;
  I lift void eyes and scan
The skies for crows, those ravening foes
  Of my strange master, man.
I watch him striding lank behind
  His clashing team, and know
Soon will the wheat swish body high
  Where once lay sterile snow;
Soon shall I gaze across a sea
  Of sun-begotten grain,
Which my unflinching watch hath sealed
  For harvest once again.

— *Walter de la Mare.*

(*a*) By questions and acceptable answers show how you would develop the meaning of each of the *five* underlined passages with a Grade VIII class.

(*b*) Write *three* questions designed to deal with the poem as a whole.

7. Making direct reference to a novel *or* play appropriate for study in Grade IX, tell or describe

(*a*) why you consider the novel or play suitable for study in Grade IX;

(*b*) the plan of the introductory lesson;

(*c*) methods to discover the extent of the pupils' appreciation;

(*d*) how this novel or play might open the door to further reading.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST CLASS — INTERIM

COMPOSITION, GRAMMAR, AND SPELLING

1. (*a*) With what grammatical facts should Grade VII pupils be familiar before being taught a *first* lesson on the subjective completion?

(*b*) Outline a *first* lesson on the subjective completion with a Grade VII class.

2. (*a*) A Grade VIII class is familiar with the function and construction of subordinate clauses. Show how the pupils may be led to use this knowledge in improving the structure of the following paragraph:

"Yesterday the snow fell all day and it was mild so the snow melted on the roads. Then it got colder and the ice made the roads slippery and dozens of cars skidded into the ditch so the garage men were busy."

(*b*) A pupil in a Grade VIII class is in the habit of saying, "He has went home". How would you help the pupil to recognize and overcome his difficulty?

3. (*a*) What results in social and language training may be realized from the use of dramatization in a primary grade?

(*b*) Name a story suitable for dramatization in a Grade I class. Describe (i) how the teacher might prepare the class to dramatize this story, (ii) a method of conducting the dramatization of the story with Grade I pupils.

4. Describe a suitable method that might be used with a Grade V class in a lesson on building a short poem cooperatively on the blackboard.

5. (*a*) A school paper or school magazine is to be produced as an enterprise by the pupils of a rural school of one room. Outline a series of activities that might be followed in conducting the enterprise.

[OVER]

(*b*) Discuss benefits in language training, *one* for each, which pupils should derive from any *four* activities mentioned in your answer to (*a*).

6. A teacher wishes to teach Grade VIII pupils how to write a type of business letter not previously studied—a letter of complaint.

(*a*) When and how should the lesson be introduced?

(*b*) What points should be developed and emphasized during the lesson?

(*c*) Write a letter that might be developed cooperatively on the blackboard.

7. (*a*) Indicate how the teacher might forestall the inaccuracies in spelling which pupils are likely to make in the following words:

(i) hymn, choose (Grade IV);
(ii) guest, receive (Grade VI);
(iii) occasion, preferable (Grade VIII).

(*b*) Discuss the value of *each* of the following in the study of spelling:

(i) the spaced review;
(ii) the personal spelling list;
(iii) the keeping of records by graphs.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST AND SECOND CLASS — INTERIM

MATHEMATICS

1. Outline methods, *one* for each, of teaching any *three* of the following topics to pupils in Grade I:

(*a*) the number concept 7;
(*b*) rhythmic counting to 8 by 2's;
(*c*) the meaning of ordinals, *first* to *fifth*;
(*d*) the meaning of one-half (no numerical form).

2. (*a*) State *two* possible causes of a pupil counting on his fingers when doing addition towards the end of his year in Grade II.

(*b*) How can the teacher help the pupil to overcome the habit mentioned in (*a*)?

(*c*) Describe a method of teaching a Grade II class to add two two-digit numbers where no "carrying" is involved.

3. (*a*) What advantages to the pupils have mathematical problems arising out of real situations at school over text-book problems?

(*b*) Selecting *one* of the school activities listed below, suggest *three* mathematical topics that may be studied from that activity, and indicate the grade or grades for which each topic is suitable:

(i) Junior Red Cross Club;
(ii) beautifying the school grounds.

(*c*) Describe in some detail how the work on *one* mathematical topic suggested in your answer to (*b*) will be conducted.

4. Outline your method of teaching a first lesson on any *two* of the following:

(*a*) introduction of the multiplying operation (Grade III);
(*b*) division by a two-digit divisor (Grade V);
(*c*) finding the volume of a rectangular solid (Grade VII);
(*d*) finding the area of a triangle (Grade VIII).

[OVER]

5. State how the teacher might lead individual pupils to discover and correct their mistakes in any *four* of the following:

(*a*) the perimeter of a room 9 ft. by 12 ft. is 108 sq. ft.;

(*b*) 9 pints equal 72 gallons;

(*c*) $\frac{3}{4}$ divided by $\frac{1}{2}$ equals $\frac{3}{8}$;

(*d*) the volume of a six-inch cube is six cubic inches;

(*e*) $\frac{3}{4}\%$ of \$24 = \$18.

6. (*a*) Write solutions that you would consider satisfactory from a Grade VIII pupil for the following problems:

(i) If \$1040 were borrowed on March 10, 1950, what amount will be due on August 3, 1950, if the rate of interest is $3\frac{1}{2}$ per cent per annum?

(ii) Mr. Thompson's property is assessed for \$11,400. In 1948 the rate of taxation was 38.2 mills. In 1949, the rate was $32\frac{1}{2}$ mills. How much less did Mr. Thompson pay in taxes for 1949 than for 1948?

(*b*) Indicate *one* difficulty that pupils in Grade VIII might find in solving *one* of the problems in (*a*), and suggest several questions that the teacher might ask that would help to clear up the difficulty.

7. (*a*) Grade IX pupils are asked to give an algebraic solution for the following problem: The inside height of a china cabinet is 43 inches. Jim plans to put 3 shelves each 1 inch thick into the cabinet. If the shelves are equally spaced, how far apart should they be?

(i) Write the solution for the problem.

(ii) Suggest *one* way of helping a student who has difficulty in forming the equation for the solution.

(*b*) A Grade X pupil is asked to solve the following deduction: The median to the base of an isosceles triangle is perpendicular to the base.

(i) State the theorems that will help in the solution.

(ii) Suggest how the teacher may guide the pupil in solving the deduction.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST AND SECOND CLASS — INTERIM

SOCIAL STUDIES

1. (*a*) Outline briefly a series of lessons on the topic, The Milkman, to a Grade I class of an urban school.

(*b*) Describe *two* seatwork activities that might form a part of the work on this topic.

2. (*a*) Name *three* skills in map-reading which Grade V pupils should possess.

(*b*) (i) What is meant by a "growing blackboard map" in the teaching of social studies?

(ii) Discuss the value of such maps.

(*c*) Taking as a topic any local community of Ontario, explain how a growing blackboard map may be used in Grade VII to illustrate *each* of the following sub-topics: The First Settlers; The Growth of the Community.

3. Suggest desirable social attitudes, *one* for each, which may be strengthened by the study of any *five* of the following topics, and indicate briefly means by which the pupils may discover the principles of social living which you suggest:

(*a*) Going to the dentist (Grade I);

(*b*) Travelling by bus to school (Grade II);

(*c*) Child life in other lands (Grade III);

(*d*) Livingstone and Stanley in Africa (Grade V);

(*e*) The settlement work of Lord Selkirk (Grade VII);

(*f*) The work of Wilberforce (Grade VIII).

4. (*a*) State *three* characteristics of an effective review of a topic in social studies and *three* practices that should be avoided in such a review.

[OVER]

(*b*) Outline, in sufficient detail to show the general method you would follow, a review lesson on *one* of the following topics:

(i) Mining in Ontario (Grade VII);
(ii) Conservation of Fish and Forest Wealth in Ontario (Grade VII);
(iii) The Norman Conquest (Grade VIII);
(iv) Surface and Climate of England (Grade VIII).

5. Outline under the following headings a preview plan which a Grade IV teacher might prepare for an enterprise on The Story of Travel on Land, on Water, and in the Air:

(*a*) means of enlisting the interest of the pupils in the undertaking;

(*b*) a form of culmination;

(*c*) educational values to be realized as to (i) attitudes developed, (ii) information gained, (iii) skills increased.

6. (*a*) Write a challenging problem appropriate for seatwork assignment to Grade IX pupils on any *three* of the following topics:

(i) the Spanish Armada;
(ii) the industrial revolution in England;
(iii) the steel industry of Britain;
(iv) the agriculture of Egypt;
(v) the climate of Brazil.

(*b*) Outline an acceptable answer to *one* of the problems suggested in your answer to (*a*).

7. Describe a treatment of *one* of the following topics that would lead pupils of the grade indicated to realize the interdependence of peoples:

(*a*) Life in other lands (Grade IV);

(*b*) The work of the people of the United States in the mines (Grade VII).

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST AND SECOND CLASS — INTERIM

SCIENCE OF EDUCATION

1. From the viewpoint of child study, state the probable causes, *one* for each, of the following cases of behaviour, and recommend what action the teacher should take in each case:

(*a*) Joe, a ten-year-old boy, daydreams continually, and does his work only when the teacher keeps reminding him of it.

(*b*) Fred, aged eight, does all his work well in Grade III in a one-roomed rural school, and spends his spare time attempting with some success to solve exercises assigned to Grade V.

(*c*) Mary, an otherwise normal pupil in Grade VII, is terrified by thunderstorms.

(*d*) Jerry, aged eight, is an unmannerly boy in Grade II who has ability but who idles away his time. He is selfish in his dealings with other pupils.

2. With the aid of classroom examples, *one* for each, explain what is meant by

(*a*) seatwork-recitation-seatwork unit,

(*b*) over-introversion,

(*c*) retardation,

(*d*) attention-seeking,

(*e*) application lesson.

3. (*a*) State *three* ways in which a teacher may estimate the ability of a pupil in Grade I early in the school year.

(*b*) A child aged 5 years 10 months has a mental age of 6 years 5 months. (i) What is his I.Q.? (ii) Explain how it is calculated.

(*c*) Suggest *two* ways in which a programme in primary reading may provide for pupils of varying ability.

[OVER]

4. In a lesson in Grade VIII on the adjective clause, the sentence "I saw the car which you bought" was written on the blackboard. By questioning, the teacher elicited the information that the group of words "which you bought" was a clause having the value of an adjective, and that it was, therefore, an adjective clause. The class was then asked to select adjective clauses from ten sentences in a text-book exercise.

(*a*) Criticize the lesson described above.

(*b*) Outline the lesson as you would teach it.

5. Explain by reference to lessons which you have taught or observed the difference between

(*a*) drill and review lessons,

(*b*) skill-forming and attitude-forming lessons,

(*c*) formal and incidental teaching.

6. "The chief value of the enterprise is in the social attitudes developed, and in the interest and activity stimulated, rather than in any results that may be exhibited."

(*a*) In an enterprise related to tree planting, suggest (i) *three* social attitudes that might be developed, and (ii) *three* interests that might be awakened, in pupils of Grades VII and VIII.

(*b*) How would the aims of the teacher and the aims of the pupils differ in the enterprise mentioned in (*a*)?

(*c*) Outline in some detail *one* of the following stages in the enterprise mentioned in (*a*): (i) planning the work; (ii) working out the plans.

7. Making definite references to a lesson which you have taught or observed, show how any *four* of the following helped to make the presentation of the lesson effective:

(*a*) motivation,

(*b*) pupil participation,

(*c*) reconstruction of pupil experience,

(*d*) use of visual aids,

(*e*) organization of the new learning.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST AND SECOND CLASS — INTERIM

SCHOOL MANAGEMENT

NOTE 1. *Candidates prepared in the University of Ottawa Normal School will answer questions 1 to 7 inclusive.*

2. *All other candidates will answer questions 2 to 8 inclusive.*

1. (*a*) Outline a suitable time-table for one day in a Grade V classroom in a school attended by French-speaking pupils.

(*b*) What provision would be made at other times during the week for subjects not appearing on the time-table outlined in your answer to (*a*)?

(*c*) Explain how a teacher might aid French-speaking pupils to improve their use of English (i) through incidental teaching, (ii) on the playgrounds.

2. State the provisions of the school law or regulations concerning

(*a*) announcements made to pupils;

(*b*) supervision by the principal of the work of the caretaker;

(*c*) type of discipline to be used in the classroom;

(*d*) exemption of a child under sixteen years of age from school attendance;

(*e*) allotment of time for seatwork including independent study;

(*f*) destruction of school property by a pupil;

(*g*) temporary retirement of a pupil from school.

3. (*a*) During the past school year, it was announced that the High School Entrance Examination was discontinued. Discuss the implications of this announcement with respect to

(i) promotion of pupils from Grade VIII to Grade IX;

(ii) co-operative relations between teachers of Grades VII and VIII and teachers of Grades IX and X.

(*b*) Name the first three Divisions of school organization proposed under the Revised Curriculum and state the grades that will be included in each of these Divisions.

[OVER]

4. (*a*) State *four* activities that may be classed as routines in the management of a classroom.

(*b*) What general principles should apply in the management of routine affairs?

(*c*) Discuss the work of pupil-monitors with respect to

(i) the duties that might be assigned to them;

(ii) benefits arising therefrom;

(iii) precautions to be observed by the teacher.

5. (*a*) Give *three* characteristics of a good oral question.

(*b*) Outline the procedure that a successful teacher would follow in questioning pupils and in receiving their answers.

(*c*) Indicate *three* ways in which proper questioning may contribute to improved class control.

6. Show how you would deal with *each* of the following situations:

(*a*) a beginner is too shy to speak in class;

(*b*) a boy in a senior grade is subject to epileptic seizure;

(*c*) a parent refuses to sign his child's report card;

(*d*) a ratepayer complains that pupils trespass on his property when going to and from school;

(*e*) a retarded Grade V pupil, aged 13, has much difficulty in reading a Grade V Reader.

7. The month of January, 1950, contained 21 regular teaching days. In a rural school the enrolment was 24. During the month the following absences occurred:

One pupil missed 9 days because of illness; one pupil missed 4 days to help at home; one pupil was not present the last 6 days as he had transferred to another school. During the first week of the month the school was closed 1 day because of the teacher's illness.

From this data find

(i) actual aggregate attendance,

(ii) perfect aggregate attendance,

(iii) average attendance,

(iv) percentage of the actual to the perfect aggregate.

8. Discuss ways, *three* for each, that might be used in a rural school of one room to

(*a*) increase pupils' respect for school property;

(*b*) improve pupils' attitude to school work;

(*c*) foster an interest of the parents in the school;

(*d*) prepare pupils for the duties of citizenship.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION
FIRST AND SECOND CLASS — INTERIM

ART, MUSIC, AND WRITING

NOTE: *Candidates will write their answers to sections A, B, and C in separate examination books.*

A

1. A group of children enrolled in Grades I, II, and III has experienced a snow storm. Discuss a picture-making lesson based upon this experience under the following headings:

(*a*) motivation;
(*b*) materials to be used;
(c) assistance and guidance to be offered by the teacher;
(*d*) evaluation of the pictures produced;
(*e*) display of the pictures.

2. Organizing your answer under the headings:

(*a*) materials to be used;
(*b*) tools to be used;
(*c*) instruction in techniques involved;
(*d*) possible guidance of pupils during work period;

discuss the procedure you would follow in introducing pupils of Grades VII and VIII to *one* of the following art activities: (i) silk screen printing; (ii) paper sculpture; (iii) making a three-dimensional model of a house.

3. (*a*) A group of pupils in Grades IV, V, and VI wishes to establish a centre of interest in the design of a mural dealing with school sports. Illustrating your answer with sketches, discuss *three* ways in which such a centre of interest may be effectively developed.

(*b*) Discuss *two* ways in which the pupils can effect a rhythm (or related movement) throughout their mural.

[OVER]

B

4. (*a*) What is the range of the child voice?

(*b*) Describe the kind of tone that you hope to develop in in class singing.

(*c*) Suggest exercises, *one* for each, to correct the following:

(i) flat singing;

(ii) inability to sing above the middle of the treble staff;

(iii) harsh, unmusical tone;

(iv) lack of interest.

5. Discuss, with reasons, the desirability or undesirability of *each* of the following practices:

(*a*) use of the piano in teaching vocal music;

(*b*) blackboard sight-singing;

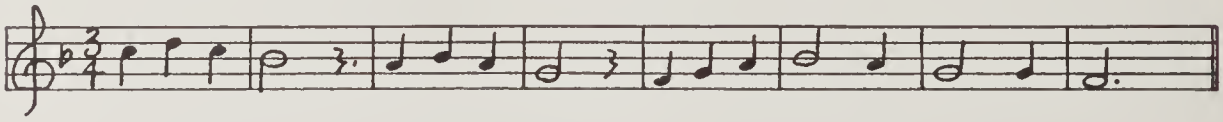
(*c*) public performance;

(*d*) teacher singing with class;

(*e*) use of the pitch pipe.

6. (*a*) What *two* problems are involved in sight-singing?

(*b*) Show fully the attention you would give to each of the problems mentioned in your answer to (*a*) in preparing a Grade IV class to sing the following exercise:



C

7. (*a*) State *four* advantages of print-script writing as compared with cursive writing for beginners.

Use unjoined print-script in your answer.

(*b*) By using illustrations, show how pupils may be led to change from print-script to cursive writing.

(*c*) State in what grade cursive writing should be introduced. Give *three* reasons for introducing it in that grade.

(*d*) Suggest *three* uses that a Grade VIII pupil might make of unjoined print-script in classroom work.

Department of Education, Ontario

JUNE, 1950

NORMAL SCHOOL PROFESSIONAL EXAMINATION

FIRST AND SECOND CLASS — INTERIM

HEALTH AND PHYSICAL TRAINING

NOTE. *Candidates will write their answers to sections A and B in separate books.*

A

1. A school's contribution to the health of its pupils is dependent upon (i) good health services, (ii) a healthful school environment, (iii) effective health instruction.

(*a*) State the responsibilities, *three* under each of the above headings, which the classroom teacher should accept.

(*b*) State the responsibilities, *two* under each heading, which the Board of Trustees should accept.

2. Suggest ways in which health instruction may be correlated with *two* topics in each of the following subjects:

(*a*) natural science,
(*b*) social studies,
(*c*) physical education,
(*d*) home economics.

3. State examples of health habits, *two* for each, which may result from incidental health teaching at school

(*a*) before 9:00 a.m.,
(*b*) during recess periods,
(*c*) at noon hour,
(*d*) during physical education periods.

4. (*a*) State habits, *two* for each, that pupils should practise to prevent accidents

(i) at home,
(ii) on the street,
(iii) on the playground.

[OVER]

(*b*) Outline a lesson with a Grade VIII class on precautionary measures that should be taken in the school for prevention of loss of life through fire.

B

5. (*a*) Discuss the value in a physical education programme of
   (i) dance and rhythmics,
   (ii) games.

(*b*) Describe a twenty-minute lesson designed to develop one volleyball skill with a group of Grade VII pupils.

6. (*a*) List *four* physical activities which can be conducted outdoors at a rural school where thirty pupils are in attendance.

(*b*) Describe under the headings, (i) division of class into groups, (ii) *three* activities conducted, (iii) use of leaders, a twenty-minute period of physical activities in a rural classroom where seats are movable.

7. (*a*) Outline a method of teaching a folk dance to a mixed Grade VI class.

(*b*) List suitable folk dances, *two* for each grade, which should be taught to Grades IV, V, and VII.

8. Describe in detail the organization of a "play day" programme for a school of four classrooms.

Department of Education, Ontario

JUNE, 1950

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS
UNIVERSITY OF OTTAWA NORMAL SCHOOL
INTERIM

DICTION, LECTURE ET LITTERATURE

1. Vagabond

Toi qui t'en vas, cheminant sur la route,
Vagabond, que chacun abandonne et redoute,
Pauvre gueux des chemins,
Sans hiers et sans lendemains,

Toi qu'un âpre destin transporte
Partout, et qui n'as pas de toit;
Toi qui, toujours, vois chaque porte
Se fermer devant toi...

Toi que la faim tenaille,
Qui couches sur la paille,
Dans les fenils,
Auprès des bœufs,
Et qui prends les oeufs,
Dans les nids,

Vagabond de la route
Que chacun redoute,
Visage au regard effacé,
Où l'amour n'a jamais laissé de trace,
D'où vient donc le sourire imprégné sur ta face?
Vagabond,
Sais-tu donc,
Et dans ton cœur étrange,
As-tu deviné, pauvre gueux
Qu'un jour tu verras des mains d'ange
T'ouvrir la porte du bon Dieu?....

—*Blanche Lamontagne*

Dites comment vous enseigneriez ce poème à une classe de *septième* année, en tenant compte des points suivants:

(*a*) préparation,

(*b*) analyse,

(*c*) synthèse.

[TOURNEZ]

2. (*a*) Indiquez *cinq* moyens de développer chez les élèves de l'école primaire le goût des bonnes lectures.

(*b*) Décrivez *trois* qualités qu'on doit rechercher dans les livres de lecture supplémentaire destinés aux élèves (i) de deuxième année, (ii) de septième année.

3. Le cheval de bois

Dame, belle dame au pas grave et lent,
—Une, deux—
De ton fier cheval, de ton cheval blanc,
Sans me regarder, tu vas fièrement.
—Une, deux—
Si je le voulais, j'irais comme toi
—Une, deux—
Sur un vrai cheval, mais le mien à moi
M'obéit bien mieux, car il est en bois.
—Une, deux—

— *Verlaine.*

(*a*) Montrez comment vous procéderiez pour faire comprendre et apprécier ce poème à des élèves de *deuxième* année.

(*b*) Indiquez un procédé efficace pour faire mémoriser le poème par les mêmes élèves.

4. (*a*) Relevez *cinq* fautes générales de diction qu'on trouve chez les élèves de première année.

(*b*) Décrivez, avec exemples à l'appui, un mode de correction qui ferait disparaître *chacune* de ces fautes.

5. Décrivez, en donnant des exemples, la marche à suivre au cours des trois premiers mois d'école, dans l'initiation des élèves à la lecture, sous les en-têtes suivants:

(*a*) la conversation,
(*b*) l'usage du tableau noir,
(*c*) l'usage du manuel de lecture.

6. (*a*) Enumérez *cinq* différents genres de travail personnel associés avec l'apprentissage de la lecture en première année.

(*b*) Décrivez en détails *deux* de ces genres de travail personnel, en montrant les avantages particuliers que l'élève doit en retirer.

7. L'ourlet

—Line, viens faire ton ourlet.

Elle l'aurait parié. C'est juste au plus mauvais moment que maman la dérange. Il est absolument nécessaire qu'elle finisse la toilette de sa poupée.

—Line, je t'ai déjà appelée.

Line s'approche d'un air dolent. Elle est bien fatiguée.

—Assieds-toi.

Il est impossible que Line travaille sur cette chaise-là. Il lui faut la sienne, la petite. Et puis elle a besoin d'un tabouret. Si elle ne trouve pas de tabouret, elle ne pourra rien faire.

—Allons, dépêchons-nous!

Boudeuse, les bras ballants, Line s'affaisse sur le siège.

—Voici ton ouvrage.

Avec un profond soupir, Line reçoit le chiffon, l'aiguille et le dé... Maman ne prétend pas qu'elle couse tout ça? Il paraît que si.

—Allons, faisons vite.

—*André Lichtenberger.*

Après avoir donné l'explication de ce morceau, vous désirez le faire lire avec expression par vos élèves de *cinquième* année. Montrez comment vous vous y prendriez pour mener à bien cette leçon de lecture.

Department of Education, Ontario

JUNE, 1950

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS
UNIVERSITY OF OTTAWA NORMAL SCHOOL
INTERIM

SPEECH, READING, AND LITERATURE

1. (*a*) State the place and value of (i) formal exercises, (ii) incidental instruction and correction, in teaching proper English speech habits to French-speaking pupils.

(*b*) Give *three* examples of important speech skills in English which it is desirable that French-speaking pupils should master in their early school years.

(*c*) Describe methods, *one* for each example given in your answer to (*b*), of effectively training pupils in the mastery of these speech skills.

2. (*a*) What considerations should be kept in mind by the teacher in composing blackboard reading lessons in English for French-speaking pupils in Grade III?

(*b*) Compose a blackboard reading lesson that might be taught in mid-autumn to a Grade III class.

(*c*) Write a plan for teaching this lesson.

3. (*a*) Describe the primary reading techniques or practices you would employ to prevent or remedy each of the following:

(i) vocalization during silent reading;
(ii) saying words one at a time during oral reading;
(iii) pointing with one finger while reading from a book in Grade III.

(*b*) Describe how you would detect whether or not

(i) a child is saying words without understanding what he reads;
(ii) a child has memorized what he seems to be reading.

(*c*) A primary pupil recites passages in the school reader from memory, but does not recognize the words he seems to read. Suggest remedial treatment for this practice.

4. (*a*) Describe your method of teaching the literature and memorization of the following poem to a Grade IV class of French-speaking pupils.

[OVER]

Showers in April

I took my old umbrella
  And off I went to school;
I know this April weather,
  And I'm no April fool.

But, "Ha! Ha! Ha!" the wind cried,
  "You think you're smart, no doubt."
And, catching my umbrella,
  He blew it inside out!

(*b*) How would you guide the pupils in an informal dramatization of this poem?

5. (*a*) Describe *three* particular oral reading problems commonly found in French-speaking classes of Grades V and VI.

(*b*) Show, by specific references to the following story, what might be done to help Grade V pupils towards self-improvement with respect to *each* of the difficulties mentioned in your answer to (*a*).

The Donkey's Escape

A donkey was eating grass in a field. A wolf, hunting for food, saw him and made up his mind to eat him for dinner. Now the donkey did not want to be a dinner for a hungry wolf. So he quickly thought of a plan. He began to walk toward the wolf as if he were lame.

"Why do you limp so?" asked the wolf kindly as the donkey approached.

"A thorn ran into my right hind foot as I was coming through the wood, and it hurts me a good deal," replied the donkey.

"Let me look at it," said the wolf. "Perhaps I can pull out the thorn."

While he was looking at the sore foot, the donkey gave him such a hard kick with both heels, that the wolf's nose was crushed and his teeth were broken. While his enemy lay bleeding and helpless on the ground, the donkey made his escape.

When the wolf came to his senses he said, "How foolish I was to attempt the art of a surgeon when my father taught me only the art of a butcher."

6. Etiquette

The Gossips tell a story of the Sparrow and the Cat,
The Feline thin and hungry and the Bird exceeding fat.
With eager, famished energy and claws of gripping steel,
Puss pounced upon the Sparrow and prepared to make a meal.

The Sparrow never struggled when he found that he was caught
(If somewhat slow in action he was mighty quick of thought),
But chirped in simple dignity that seemed to fit the case,
"No Gentleman would ever eat before he'd washed his face!"

This hint about his Manners wounded Thomas like a knife,
(For Cats are great observers of the niceties of Life);
He paused to lick his paws, which seemed the Proper Thing to do,
And, chirruping derisively, away the Sparrow flew!

In helpless, hopeless hunger at the Sparrow on the bough,
Poor Thomas glowered longingly, and vowed a Solemn Vow:
"Henceforth I'll eat my dinner first, then wash myself!", and that's
The Universal Etiquette for Educated Cats.

—*Arthur Guiterman*

Give *seven* leading questions which might be asked during a lesson on this poem and suggest the answers that might be expected from a Grade VIII class of French-speaking pupils.

7. (*a*) Making direct reference to a novel *or* a play which you have selected for study with a Grade IX class of French-speaking pupils, discuss its value and suitability.

(*b*) List the practices which, in your opinion, make for a successful and profitable group study of this novel *or* play and justify your statements by direct references to it.

Department of Education, Ontario

JUNE, 1950

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS
UNIVERSITY OF OTTAWA NORMAL SCHOOL
INTERIM

COMPOSITION, GRAMMAIRE ET ORTHOGRAPHE

1. "L'amélioration constante du langage parlé doit être la préoccupation première du maître dans l'enseignement de la langue maternelle."

(*a*) Commentez brièvement cette assertion.

(*b*) Citez *trois* moyens efficaces d'éveiller chez les élèves, la fierté du bon langage.

(*c*) Faites voir la proportion du temps qu'il faut consacrer au travail oral et au travail écrit dans chacune des six premières années d'école.

2. (*a*) En soulignant les avantages respectifs de chaque genre, citez *trois* genres de composition orale qui s'emploient avec les élèves de *première* année.

(*b*) Exposez, en les illustrant, *deux* moyens de faire construire collectivement des phrases à l'allure littéraire par des élèves de *troisième* année.

(*c*) Tracez dans ses grandes lignes la progression que doit suivre l'enseignement de la phrase à l'école primaire.

3. Un maître de *sixième* année veut enseigner à ses élèves les principaux termes français du jeu de hockey *ou* du jeu de balle molle.

(*a*) Citez *dix* termes français qu'il pourrait enseigner.

(*b*) Montrez comment il pourrait procéder pour rendre son enseignement intéressant et pratique.

(*c*) Indiquez *trois* exercices d'application qui lui permettraient de contrôler l'efficacité de son enseignement.

[TOURNEZ]

4. Un maître de *huitième* année demande à ses élèves de développer l'*un* des sujets suivants:

(i) Si j'étais lauréat du concours de français!
(ii) Un congé inattendu!
(iii) Autobiographie d'une salle de classe.

(*a*) Indiquez un plan qu'il pourrait accepter des élèves avant la rédaction.

(*b*) Dans quel but particulier ferait-il faire chacune des lectures, s'il exigeait trois lectures du brouillon avant la mise au propre?

(*c*) Comment procédera-t-il au cours de la lecture et pour l'évaluation des copies?

5. La ferme

La ferme se compose ordinairement de plusieurs bâtiments. Dans l'un habitent le fermier et sa famille; dans d'autres, on serre les récoltes, on remise l'attirail nécessaire pour la culture: les charrues, le rouleau, les bêches, les faux, les houes, les fléaux, etc.

Dans l'écurie sont logés les chevaux, qu'on attache au moyen de licous; dans l'étable se trouvent les bœufs, les vaches, les génisses et les veaux. Les grandes fermes ont encore une bergerie pour les moutons, les brebis et les agneaux. C'est le valet d'écurie qui nettoie l'écurie et l'étable; il remplace la litière sale par de la paille fraîche.

Les bêtes à cornes et les porcs constituent le bétail du fermier. Les chèvres et les porcs sont désignés sous le nom de menus bestiaux.

(*a*) Faites voir l'usage qu'un maître de *sixième* année pourrait faire du texte ci-dessus dans un *leçon de revue* sur la formation du pluriel des noms.

(*b*) Décrivez *deux* exercices pratiques qui pourraient servir d'application à cette leçon.

(*c*) Faites connaître *deux* avantages qu'offre l'emploi de textes suivis dans l'enseignement de la grammaire.

6. Un maître de *huitième* année veut justifier, aux yeux de ses élèves, les appellations: *nominale*, *adjective* et *adverbiale*, pour désigner les diverses propositions subordonnées.

(*a*) Citez *un* exemple qu'il pourrait employer pour illustrer chacune de ses propositions.

(*b*) Quelles notions grammaticales devra-t-il revoir avec ses élèves pendant la période préparatoire de la leçon?

(*c*) Quel fait principal devra-t-il faire observer au cours de la présentation de la leçon?

(*d*) Citez *quatre* exercices d'application qu'il pourrait donner pour s'assurer de la compréhension de ses élèves.

7. (*a*) Citez *trois* principes pédagogiques dont on s'est inspiré dans la préparation des manuels d'orthographe pour les 2e, 3e et 4e années.

(*b*) Quels sont (i) les avantages et (ii) les dangers de faire écrire une dictée à première vue?

(*c*) (i) Illustrez votre réponse à (*b*) en vous servant du texte "La ferme", cité à la question 5.

(ii) En quelle année pourrait-on employer ce texte avantageusement pour une dictée à première vue? Justifiez votre réponse.

Department of Education, Ontario

JUNE, 1950

FIRST AND SECOND CLASS PROFESSIONAL EXAMINATIONS
UNIVERSITY OF OTTAWA NORMAL SCHOOL
INTERIM

COMPOSITION, GRAMMAR, AND SPELLING

1. (*a*) Outline a lesson that will lead French-speaking pupils to use correctly the different forms of the verbs *to rise* and *to raise.*

(*b*) Suggest a suitable seatwork exercise as an application to follow the lesson.

2. State how the teacher may lead French-speaking pupils in Grade VIII to select the proper word in each of the following sentences:

(*a*) She skates more gracefully than (he, him).
(*b*) He gave the book to my brother and (I, me).
(*c*) (Who, whom) should I speak to when I enter the office?
(*d*) Lately, she has been acting (different, differently).
(*e*) It was (she, her) who came to see me.
(*f*) I have not seen him (for, since) three months.

3. (*a*) Describe the *vocabulary content* of the prescribed course in first year English conversation with French-speaking pupils under the following headings:

(i) nature and extent;
(ii) division into lesson units. (Refer to a typical week's prescription of work.)

(*b*) Apart from formal instruction, tell what a teacher might do in order to develop facility in the free use of oral English on the part of French-speaking pupils whose out-of-school contacts with spoken English are very limited.

[OVER]

4. A teacher of French-speaking pupils in Grade IV wishes to develop on the blackboard a paragraph of four or five sentences about a little girl in the class.

(*a*) Outline a suitable method of conducting the lesson.

(*b*) Write a paragraph that you would regard as a satisfactory result of the lesson.

5. Using *two* of the following situations, show how the English of French-speaking pupils may be improved by oral composition:

(*a*) a nature study lesson on "The Squirrel" (Grade V);

(*b*) a review of the explorations of Champlain (Grade VI);

(*c*) the organization of a "Rules of Health" pageant (Grade VIII).

6. (*a*) A school paper or magazine is to be produced as an enterprise by the pupils of a rural school of one room. Outline a series of activities that might be followed in conducting the enterprise.

(*b*) Discuss benefits in language training, *one* for each, which pupils should derive from any *four* activities mentioned in your answer to (*a*).

7. (*a*) What are some of the difficulties experienced by French-speaking pupils in mastering English spelling?

(*b*) Show what the teacher might do with respect to *two* difficulties mentioned in your answer to (*a*).

(*c*) State your views with reference to *each* of the following practices:

(i) selecting spelling material from the Reader or other class text-book;

(ii) requiring oral spelling in the recitation period;

(iii) assigning spelling lessons for home study.

Department of Education, Ontario

April, 1950

ELEMENTARY SCHOOL INSPECTORS' EXAMINATION

NOTE: *Use a separate book (or books) in answering each of questions 1, 2, 3, and 4.*

1. (*a*) Give the substance of the parts of The Public Schools Act which relate to

(i) the establishment of a school section in an unorganized township;

(ii) the filling of a vacancy on the board of trustees of a rural school section which is not a township school area;

(iii) the duty of municipal councils to levy sums required by trustees, exclusive of the township grant.

(*b*) Outline the plan you would follow in inspecting a rural school of one room.

2. (*a*) "Many pupils graduate from Grade VII or VIII unable to solve simple problems that demand an understanding of processes and relationships rather than reproduction of memorized type solutions."

(i) Suggest ways in which a teacher may aid his pupils to develop skill in solving problems in arithmetic.

(ii) Describe how an inspector may help a teacher whose arithmetic class depends upon memorized type solutions in problem-solving.

(*b*) (i) State what you consider to be the purposes of teaching science in the elementary school.

(ii) Suggest evidence that an inspector might accept, during a visit to a Grade VIII class, as indicative of effective science instruction.

[OVER]

3. (*a*) In September, 1950, the authorization of primary and junior readers will be discontinued in Ontario, and the permissive use of a number of series of readers will be substituted. Discuss the characteristics of a satisfactory series of readers for primary grades.

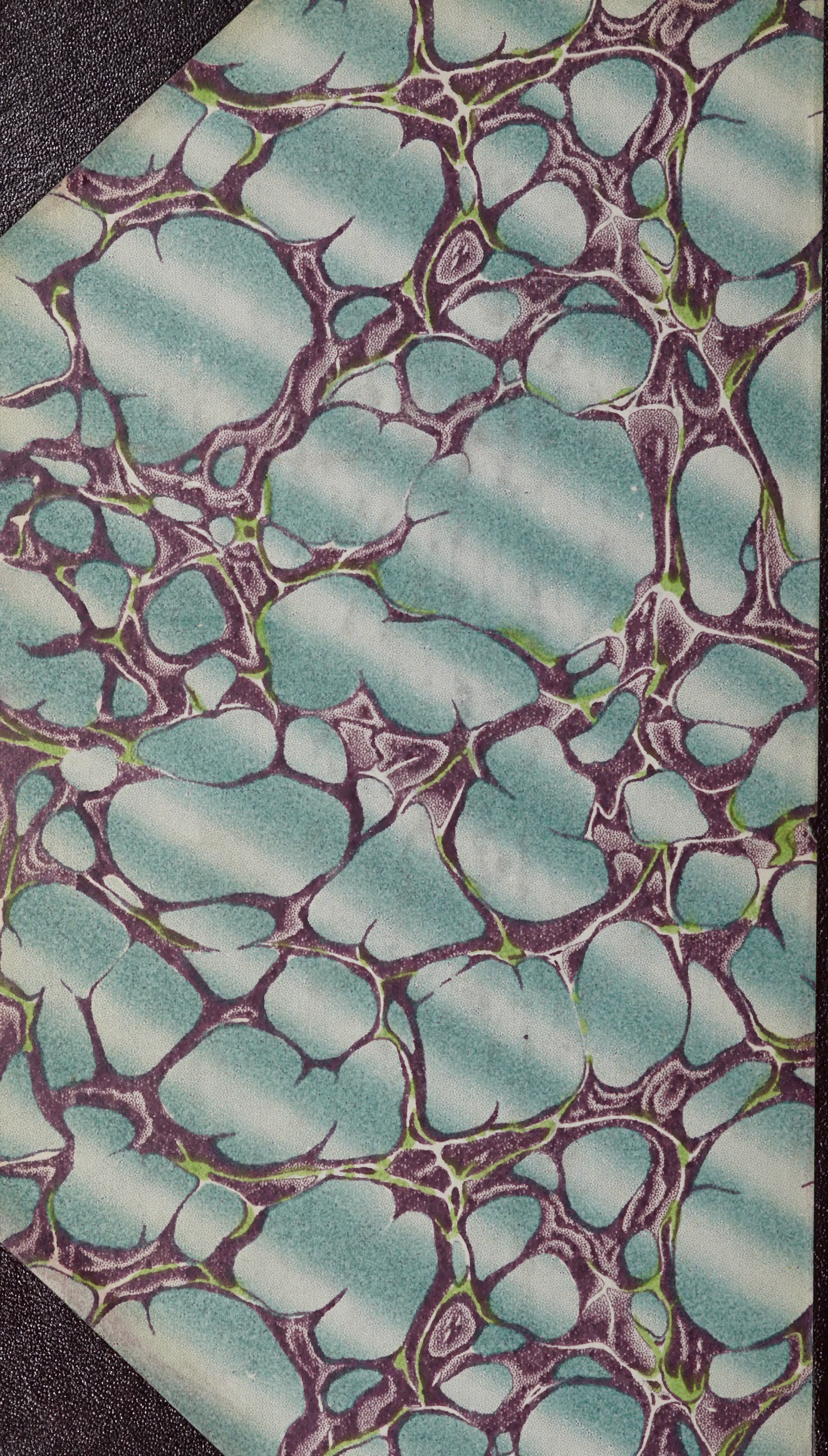
(*b*) Some teachers of social studies in Grades VII and VIII have selected Conservation as the theme of a series of five monthly meetings for their own professional improvement. Suggest *five* aspects of conservation that might receive study, and plan the programme for one meeting dealing with *one* of the aspects suggested.

4. "The world and its current problems will have changed by the time our students face them."

(*a*) Confining your remarks largely to the curriculum of the elementary school, suggest how students can best be prepared for these rapidly changing conditions.

(*b*) By reference to educational trends in Ontario and in *either* another Canadian province *or* England, discuss efforts being made to further any *two* of the following:

(i) equality of opportunity;

(ii) all-round personal development;

(iii) adult education.